ERIC Document Resume	**See Instruction Sheet**	DATE OF RESUME 6/19/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED002344	2. ORIGINATOR CONTROL NO(S). N.A.	3. IDENTIFICATION NO. 170	**DO NOT WRITE IN SPACE BELOW**

4. AUTHOR(S): Teitelbaum, Deena

5. TITLE OF DOCUMENT ABSTRACTED: An Evaluation of an Experimental Program of Assistance for Newly Appointed Teachers in Special Service Elementary Schools

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN Board of Education of the City of
ORG. New York
ST.
CITY, STATE New York, N.Y.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE Board of Education of the City of New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	6/61	118

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Report

16. INDEXING TERMS (6-12)

	inservice training	evaluation
special service schools	teacher education	New York City Public Schools
experimental programs	teacher attitudes	
elementary education	consultants	

17. ABSTRACT (MAX. 250 WORDS)

During 1959-1960 school year, teacher-training consultants in the public elementary schools of New York City were utilized for the development of an experimental orientation and inservice training program, designed to provide intensive help for newly appointed teachers in selected special service schools. Each of the 17 consultants worked in a cluster of three schools. An evaluation was made of the effectiveness of the experimental program in meeting the needs of newly appointed teachers and the schools in which they served. Situations in which the services of a teacher-training consultant were available were compared with situations in which no consultant services were provided.

There were 40 experimental schools and 40 control schools. The schools were paired with respect to size of pupil population, the mean intelligence quotient and reading grade of the sixth grade pupil population and the economic status of the pupil population. Experimental and control teachers were selected by the director of the program and assigned to consultants. They were paired in respect to age, sex, training, rank on licensing examination, and grade level of assignment.

While teachers in the experimental schools received help on more occassions than did teachers in control schools, there was no significant difference in the number of times in which help was given. Both groups of teachers reported that general methodology, subject matter, instruction aid, planning, and classroom management received the most attention; morale, professional attitude, and staff relations received the least attention. Experimental teachers expressed more confidence than did control teachers in their abilities to teach. Principals reported that experimental teachers showed greater professional growth than did control teachers.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

370.7

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL PROGRAM RESEARCH AND STATISTICS

ED002344

AN EVALUATION OF AN EXPERIMENTAL PROGRAM OF ASSISTANCE FOR NEWLY APPOINTED TEACHERS IN SPECIAL SERVICE ELEMENTARY SCHOOLS

Educational Materials Laboratory
Office of Education
OCT 1961
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Prepared By

DEENA TEITELBAUM

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

PUBLICATION NO. 170 P.N. R 115 JUNE 1961

370.7

AN EVALUATION OF AN EXPERIMENTAL PROGRAM OF ASSISTANCE FOR NEWLY APPOINTED TEACHERS IN SPECIAL SERVICE ELEMENTARY SCHOOLS

Prepared by
DEENA TEITELBAUM

BUREAU OF EDUCATIONAL PROGRAM RESEARCH AND STATISTICS

SAMUEL D. McCLELLAND
Acting Assistant Director

JOSEPH JUSTMAN
Acting Director

OFFICE OF RESEARCH AND EVALUATION
DAVID H. MOSKOWITZ
Deputy Superintendent

JOHN J. THEOBALD
Superintendent

Publication No. 170

June 1961

J0244 ED002344

PREFACE

The experimental program of assistance for newly appointed teachers in special service elementary schools was organized under the direction of Miss Florence Beaumont, formerly the Associate Superintendent of the Division of Elementary Schools. Mr. Edward Scalea, Assistant Superintendent of the Division, directed the program. Mrs. Jane Parr, a teacher assigned to the Division, coordinated the program.

The teachers assigned as teacher-training consultants during the 1959-1960 school year were:

Mrs. Anne Bakst
Miss Helen Bautz
Mrs. Melissa Beach
Mrs. Bernice Brooks
Mrs. Doris K. Coburn
Miss Anne Cuomo
Miss Alice V. Drum
Mrs. Natalie D. Epstein
Mrs. Adele Frohlich
Mrs. Diana Haime
Mrs. Adele Hairston
Miss Josephine Kelleher
Mrs. Rose A. Mauro
Miss Anne L. Piccini
Mrs. Cecelia Rubinstein
Mrs. Edna M. Strube
Mrs. Jessie Wallerich

The investigator wishes to express her sincere appreciation to each of the school administrators, teacher-training consultants, and newly appointed teachers who furnished data, and without whose cooperation this study would not have been possible.

A portion of the material herein presented is from a doctoral thesis in preparation which will be submitted to the School of Education, New York University.

TABLE OF CONTENTS

I. INTRODUCTION 1
  A. The Problem 3
  B. Previous Research 3

II. PROCEDURE 6
  A. Selection of Schools 6
  B. Selection of Teachers 9
  C. Appraisal Instruments 11

III. THE PURPOSE, ORGANIZATION, AND SCOPE OF THE EXPERIMENTAL PROGRAM. . . 15
  A. The General Objective of the Program 15
  B. Criteria Used for the Selection of Schools 16
  C. Criteria Used for the Selection of Teacher-Training Consultants 16
  D. Duties and Responsibilities of the Teacher-Training Consultants 16
  E. Background of the Seventeen Teacher-Training Consultants 18
  F. Orientation and Training Program 20

IV. ANALYSIS OF SERVICES PROVIDED FOR NEWLY APPOINTED TEACHERS 22
  A. Help Received as Reported by Experimental Teachers 22
  B. Help Received as Reported by Control Teachers 28
  C. Comparison of Help Received by Experimental and Control Teachers 34
  D. Help Extended to Experimental Teachers by Teacher-Training Consultants 42

V. COMPARATIVE EVALUATIONS OF SERVICES PROVIDED FOR NEWLY APPOINTED TEACHERS 50
  A. Introduction 50
  B. The Findings 51

VI. EXPRESSED ATTITUDES OF TEACHERS, PRINCIPALS, AND CONSULTANTS PARTICIPATING IN EXPERIMENTAL PROGRAM 78
  A. Introduction 78
  B. The Findings 78
    1. Major Strengths of the Program 78
    2. Major Weaknesses of the Program 83
    3. Suggestions for Improving the Program 86

VII. DISCUSSION AND IMPLICATIONS. 90
  A. Introductions 90
  B. Procedure 91
  C. Major Findings 91
  D. Discussion 93
  E. Implications 96

VIII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 100
  A. Summary 100
  B. Conclusions 105
  C. Recommendations 106

APPENDIX 107

TABLES

Number		Page
I	Criteria Used for Selection of Experimental and Control Schools	8
II	Criteria Used for Selection of Experimental and Control Teachers	10
III	Special Assignments and Experiences of Teacher-Training Consultants	19
IV	Number of Instances in which Help was Received, as Reported by 120 Experimental Teachers	23
V	Per Cent of Instances in which Help was Received, as Reported by 120 Experimental Teachers (by Category)	25
VI	Per Cent of Instances in which Help was Received, as Reported by 120 Experimental Teachers (by Month)	27
VII	Number of Instances in which Help was Received, as Reported by 120 Control Teachers	29
VIII	Per Cent of Instances in which Help was Received, as Reported by 120 Control Teachers (by Category)	31
IX	Per Cent of Instances in which Help was Received, as Reported by 120 Control Teachers (by Month)	33
X	Mean Instances of Help Received and Significance of Difference of Mean Instances of Help Received, as Reported by Experimental and Control Teachers	34
XI	Rank Order of Help Received, as Reported by 120 Experimental Teachers	36
XII	Rank Order of Help Received, as Reported by 120 Control Teachers	37
XIII	Sources of Help, as Reported by 120 Experimental Teachers	39
XIV	Sources of Help, as Reported by 120 Control Teachers	41
XV	Number of Instances in which Help was Extended to Experimental Teachers, as Reported by 17 Teacher-Training Consultants	43
XVI	Per Cent of Instances in which Help was Extended to Experimental Teachers, as Reported by 17 Teacher-Training Consultants (by Category)	45

Number		Page
XVII	Per Cent of Instances in which Help was Extended to Experimental Teachers, as Reported by 17 Teacher-Training Consultants (by Month)	47
XVIII	Rank Order of Help Extended to 120 Experimental Teachers, as Reported by 17 Teacher-Training Consultants	49
XIX	Mean Growth and Significance of Difference of Mean Growth, as Reported by Experimental and Control Teachers in each of Seventeen Categories	53
XX	Mean Growth and Significance of Difference of Mean Growth of Teachers, as Reported by Experimental and Control Principals in each of Twenty Categories	55
XXI	Mean Growth and Significance of Difference of Mean Growth of Experimental Teachers, as Reported by Teachers and Principals in each of Seventeen Categories	57
XXII	Mean Growth and Significance of Difference of Mean Growth of Control Teachers, as Reported by Teachers and Principals in each of Seventeen Categories	58
XXIII	Mean Growth and Significance of Difference of Mean Growth of Experimental Teachers, as Reported by Teachers and Consultants in each of Seventeen Categories	60
XXIV	Mean Growth and Significance of Difference of Mean Growth of Experimental Teachers, as Reported by Principals and Consultants in each of Twenty Categories	61
XXV	Mean Help Received and Significance of Difference of Mean Help Received from Principal and Staff, as Reported by Experimental and Control Teachers in each of 17 Categories	63
XXVI	Mean Help Extended and Significance of Difference of Mean Help Extended to Experimental and Control Teachers, as Reported by Experimental and Control Principals in each of Twenty Categories	65
XXVII	Mean Help Received and Significance of Difference of Mean Help Received by Experimental Teachers, as Reported by Teachers and Principals in each of Seventeen Categories	67
XXVIII	Mean Help Received and Significance of Difference of Mean Help Received by Control Teachers, as Reported by Teachers and Principals in each of Seventeen Categories	68
XXIX	Mean Help Received and Significance of Difference of Mean Help Received from Consultants, as Reported by Experimental Teachers and Consultants in each of Seventeen Categories	70
XXX	Mean Help Extended to Experimental Teachers and Significance of Difference of Mean Help Extended, as Reported by Principals and Consultants in each of Twenty Categories	72

Number Page

XXXI Mean Help Received and Significance of Difference of Mean Help Received from Principals and Consultants, as Reported by Experimental Teachers in each of Seventeen Categories 74

XXXII Mean Help Received and Significance of Difference of Mean Help Received from the Average of the Combined Help from Consultants and Experimental Principals and Staff, and from the Control Principals and Staff, as Reported by Experimental and Control Teachers in each of Seventeen Categories 76

XXXIII The Major Strengths of the Program, as Cited by Principals, Teacher-Training Consultants, and Newly Appointed Teachers in the Experimental Schools 79

XXXIV The Major Weaknesses of the Program, as Cited by Principals, Teacher-Training Consultants, and Newly Appointed Teachers in the Experimental Schools 84

XXXV Suggestions for Improving the Program, as Cited by Principals, Teacher-Training Consultants, and Newly Appointed Teachers in the Experimental Schools 87

CHAPTER I

INTRODUCTION

For the past few years, the professional journals and lay magazines have devoted considerable space to consideration of the nation-wide problems of the teacher shortage and of the amount of teacher turnover. Local newspapers, too, have dealt with these problems in terms of the smaller community. For example, in the 1955 report of the National Commission on Teacher Education and Professional Standards, significantly titled, The Crucial Years,[1] it was noted that the average annual demand for new teachers during the period 1955-1965, would probably run from 125,000 to 150,000, while the current annual production of new teachers would be approximately only 90,000, with the gravest shortage afflicting the elementary schools. The Twelfth (1959) Annual National Teacher Supply and Demand Report[2] predicted a continuation of the general teacher shortage. College seniors graduated before September, 1960 with preparation for teaching in the elementary schools were a little more numerous but not enough to offset the large number of elementary students who continued to enroll in school. Thus, the over-all situation remained acute.

In order to meet teaching personnel requirements for the New York City schools for the five years beginning with October 1, 1959, vacancies numbering 5,230 would have to be filled, in addition to recruiting approximately 2,500 more teachers during each of the five years. The National Education Association[3] has made it clear that only the most favored communities had a comfortable supply of really qualified applicants for teaching positions in September 1960. Of these applications, many were made by teachers then in less favored communities. Similarly, it is the special service schools in New York City which have the greatest number of vacancies and a rapid rate of teacher turnover.

---

[1] National Education Association, National Commission on Teacher Education and Professional Standards, The Crucial Years, 1955, p. 1.

[2] National Education Association, Research Division, Teacher Supply and Demand in Public Schools, 1959, Research Report, 1959-R6.

[3] National Education Association, Research Division, Teacher Supply and Demand in Public Schools, 1959, Research Report 1959-R9.

School systems today are faced not only with the problem of attracting competent teachers from a limited supply, but also with the problem of keeping these teachers once they have entered the school system. The need for the orientation of new teachers is widely accepted by authorities in teacher-training and school administration. Rychec[4] has stated that an induction program which gives the new teacher a feeling of belonging is the first step in reducing teacher turnover and insuring maximum efficiency in the operation of our schools. Hall[5] points out that the distribution of printed material, such as handbooks and curriculum bulletins, as the primary method of orientation and in-service training is inadequate. Other means of additional help seem to be needed.

If one looks at the training of future school teachers in somewhat the same light as Moore[6] does in discussing the training of future administrators, it would appear that some skills can almost certainly be learned best on the job rather than through a pre-service training program. This means that the college need not feel its training program has to meet every need which a teacher is going to have. There are many techniques in the teaching process which can be learned most effectively and expeditiously on the job in the context of the unique problems and potentialities of the particular school to which the teacher is assigned.

A program, in which the special services of a teacher-training consultant can be utilized to organize and personalize the orientation and in-service training of newly appointed teachers, may serve to quicken the process of acclimatization and defer the rate of teacher turnover.

It was with this concept in mind that the New York City schools, for the school year 1959-1960, allocated the sum of $266,000 for the purpose of conducting an intensive in-service training program for newly appointed teachers assigned to selected special service schools in the city.[7] In the elementary division, seventeen teacher-training consultants were selected to provide this additional help to new appointees. The program was organized under the immediate supervision of the Assistant Superintendent, Division of Elementary Schools. In approving the assignment of the seventeen teacher-training consultants, the Superintendent of Schools directed that an evaluation of the program be conducted by the Bureau of Educational Program Research and Statistics. The study that is reported here was assigned to the researcher in response to this directive.

---

[4] J.B. Rychec, "Orient Your New Teachers," The School Executive, LXXVI, (August, 1957), p. 79.

[5] Roy M. Hall, Achievements and Changes in Educational Administration.

[6] Hollis A. Moore, "Professional Growth of School Superintendents," The Nations Schools, V (April-July, 1953), p. 7.

[7] Budget for the Fiscal Year, 1959-1960, The City of New York, p. 461.

A. THE PROBLEM

The present study seeks to determine whether the program of assigning teacher-training consultants to provide intensive help to newly appointed teachers in special service schools is of value.

In broad terms, the research design that was utilized took the form of a comparison of situations in which the services of a teacher-training consultant were available to newly appointed teachers with those situations in which no consultant services were provided.

The following sub-problems may be looked upon as aspects of the total problem that was investigated:

1. A description of the purpose, organization and scope of the experimental program.
2. An analysis of services provided for newly appointed teachers.
3. An evaluation of services provided for newly appointed teachers.

B. PREVIOUS RESEARCH

Reports of research on in-service education have consisted primarily of surveys of practices and opinions. More recent efforts appear to be oriented towards the development of valid and reliable techniques for the collection of data to be used in evaluation programs. More attention appears to be given to a study of teacher needs for assistance as a basis for planning in-service education.

Over the years, the most common problem of beginning teachers was found to be discipline. Studies by Barr and Rudisell,[8] Wey,[9] Stout,[10] and Tower[11] appear to substantiate this statement. Other needs of beginning teachers most frequently mentioned in more recent studies are in the areas of planning, parent teacher relations, school building routine, classroom management, pupil adjustment, school supply procedures, record keeping and clerical duties, special school services, and handling the exceptional child.[12]

---

[8] Arvil Barr and Maybel Rudisell, "The Inexperienced Teacher Who Fails, and Why," The Nation's Schools, V (February 1930), pp. 30-34.

[9] Herbert W. Wey, "Difficulties of Beginning Teachers," School Review, LIX (January 1951), pp. 32-37.

[10] John B. Stout, "Deficiencies of Beginning Teachers," Journal of Teacher Education, III (March 1952), pp. 43-46.

[11] Melvin Tower, "A Study of Problems of Beginning Teachers in Indianapolis Public Schools," Educational Administration and Supervision, XL May 1956, pp. 261-273.

[12] Paul Cable, "Problems of New Teachers," Educational Administration and Supervision, XLII (March 1956), pp. 170-7.

Lumley and Overn[13] report that teachers in large urban school systems meet more problems in the area of record keeping, school resources, and discipline than do teachers in small systems.

Teachers do not always get the help they need at the right time. New appointees, for example, express a need for orientation before the start of the school year, as Tate's[14] study demonstrates.

Palmer[15] surveyed elementary principals and elementary teachers concerning supervisory practices. He concludes that teachers want more written evaluation, more demonstration lessons, and help in subject matter. Beginning teachers want more experiences with intervisitation and aid in individualizing teaching. From the evidence he secured, he states that supervisors think more help is given than the teachers think they receive. Bradfield[16] finds that beginning teachers think that the assistance provided for them is insufficient.

Wood's[17] study indicates that new teachers find themselves inadequately prepared in the use of audio-visual aids, newer reference materials, guidance techniques, and student evaluation techniques. Again, there is a difference of opinion between the administration and the teachers themselves in the amount of help new teachers need. Robert Pierson's[18] report, which explores the responsibility of local administrators for conducting in-service education programs for the inexperienced teaching staff, covers the topic of the use of consultants, and gives suggestions for evaluating in-service education. Anderson, Baldwin and Beauchamp[19] list suggestions for the planning and conducting of in-service workshops for teaching staffs. Of particular value

---

13. John Lumley and A.V. Overn, "Adjusting Instruction to Observed Needs of Pupils as a Means of In-Service Education of Teachers," Elementary School Journal, XLVII (January, 1947), pp. 286-90

14. M.S. Tate, "A Study of Problems of Beginning Teachers," School Review, LI (March, 1943), pp. 150-7.

15. Wayne R. Palmer, A Study of Existing and Desired Supervisory Services in the Indianapolis Public Schools. Doctor's thesis. Indiana University, 1953.

16. Luther E. Bradfield, The Extent to Which Supervisory Practices in Selected Elementary Schools of Arkansas are Consistent with Generally Accepted Principles of Supervision. Doctor's thesis. Indiana University, 1933.

17. Hugh Wood, In-Service Education of Teachers - An Evaluation. University of Oregon, 1950.

18. Robert M. Pierson, ed., The Administration of In-Service Education Programs. The Ohio State University, 1954.

19. Walter A. Anderson, Rollin P. Baldwin, and Mary Beauchamp, The Workshop Handbook. New York: Bureau of Publications, Teachers College, Columbia University, 1953.

and interest is the appendix which includes suggestions for evaluation procedures and samples of evaluation forms. Heffernan[20] too, discusses workshop methods of in-service education and suggests that the pre-school workshop is especially effective with new teachers.

---

[20] Helen Heffernan, "Induction of New Teachers," California Journal of Elementary Education, XXVI (August 1957), pp. 54-64.

CHAPTER II

PROCEDURE

A. SELECTION OF SCHOOLS

The research design called for a comparison of situations in which the services of a teacher-training consultant was provided for newly appointed teachers with those situations in which these services were not provided. Careful attention, therefore, was given to the selection of experimental and control schools.

The experimental schools were designated by the director of the program, the Assistant Superintendent, using the criteria stated on pages twenty-seven and twenty-eight. They included fifty-one special service schools in twelve supervisory districts.

The control schools were selected from a reservoir of ninety-two special service schools in the same twelve supervisory districts. Of these, fifty-one were approved by the Assistant Superintendent as meeting the same criteria for selection used for the experimental schools.

Although all selected schools in the experimental and control groups were identified by the Superintendent of Schools as special service schools,[21] additional criteria were applied to insure that the groups were equated. Schools were paired (one from the experimental group with one from the control group) with respect to the size of the pupil population, the mean intelligence quotient of the sixth grade pupil population, the mean reading grade of the sixth grade pupil population, the economic status of the pupil population as determined by the number of free lunches served, the number of newly appointed teachers assigned, and the ethnic distribution of the pupil population.

From the original fifty-one pairs of schools, it proved to be possible to utilize forty for the study. Eleven experimental schools were omitted because there were too few newly appointed teachers without previous experience assigned. In these cases the consultant worked primarily with inexperienced substitute teachers.

---

[21] Special Circular No. 58, 1958-1959, Board of Education of the City of New York, Office of the Superintendent of Schools, June 11, 1959.

1. Pupil Population

The mean pupil population in experimental schools was 1,250; in control schools, 1,342. These data were taken from the 1959-1960 reports of the Bureau of Educational Program Research and Statistics.

2. Intelligence Quotient of Sixth Grade Pupil Population

On October 2, 1958, the Bureau of Educational Research conducted a survey of the intelligence of the sixth grade classes of the elementary schools. The range of school averages was wide and reflected the diversity of the New York City school population. School average I.Q's ranged from 78.8 to 123.6. The mean I.Q. for the sixth grade pupil population for experimental schools was 87.3; for control schools, 85.9.

3. Reading Grade of Sixth Grade Pupil Population

On November 6, 1958, the Bureau of Educational Research tested the reading comprehension of all sixth grade classes of the elementary schools. School average grade scores in reading comprehension ranged from 3.6 to 8.5. The mean reading grade equivalent of the sixth grade pupil population in the experimental schools was 4.7; in control schools, 4.7.

4. Economic Status of Pupil Population

The Bureau of School Lunches supplied statistics regarding the mean number of free lunches served in each of the experimental and control schools on a typical school day selected by the Bureau during the academic year, 1959-1960. These statistics are related to the economic level of the pupil population, since free lunch is distributed on the basis of the economic status of the pupil's family. The mean number of free lunches served on a typical day in the experimental schools was 419; in the control schools, 418.

5. Ethnic Distribution of Pupil Population

The mean per cent of the ethnic distribution of the pupil population in experimental and control schools was taken from the statistical reports of the Bureau of Educational Program Research and Statistics for the school year, 1959-1960. The mean per cent of the Puerto Rican population was 37 in experimental schools, 42 in control schools; the mean per cent of the Negro population was 47 in experimental schools; 42 in control schools; and the mean per cent of the other population was 16 in experimental schools, 16 in control schools.

6. Number of Newly Appointed Teachers Assigned

The number of administrative and supervisory personnel assigned to a particular school is dependent upon the number of teaching positions in the school.[22] Schools with large teaching staffs have a higher ratio of administrators to teachers than schools with fewer teachers. This ratio is higher in special service schools than in other schools.

---

[22] By-Laws of the Board of Education, The City of New York, Article II, Section 77, Paragraph 9. (As amended, July 21, 1955).

Special service schools with twenty-five or fewer teaching positions have one administrator; those with from twenty-six to twenty-seven teaching positions have a principal and one assistant-to-principal; thereafter, for each additional fifteen teaching positions above twenty-seven, one assistant-to-principal is added to the staff.

The range of the number of newly appointed teachers without previous teaching experience assigned to schools in both groups was from one through eight. The mean number of such teachers assigned to individual schools in both the groups was three.

TABLE I

Criteria Used for Selection of Experimental and Control Schools

	Experimental	Control
Number	40	40
Mean Pupil Population	1,250	1,342
Mean I.Q.* Sixth Grade Population	87.3	85.9
Mean Reading Grade** Sixth Grade Population	4.7	4.7
Mean Number Free Lunches Served	419	418
Mean % of Ethnic Distribution of Pupil Population		
Puerto Rican	37	42
Negro	47	42
Other	16	16
TOTAL	100	100
Mean Number of Newly Appointed Teachers Assigned	3	3

* Otis Quick-Scoring Mental Ability Test, New Edition: Beta Test Form E M
** Metropolitan Achievement Intermediate Reading Test - Form U

B. SELECTION OF TEACHERS

In order to measure the effect of the experimental factor, namely, additional services provided for newly appointed teachers by teacher-training consultants, careful attention was given to the selection of experimental and control teachers. The experimental teachers were designated by the director of the program, the Assistant Superintendent, from among the experimental schools and were assigned to consultants. They were teachers without previous teaching experience, licensed by the Board of Education of the City of New York and appointed to the schools in September of 1959. They numbered one hundred and eighty-six in the original fifty-one schools. During the course of the school year, fifteen teachers were removed from the roster; of these, four resigned, five took leaves of absence, three were removed at the request of their respective principals, and three were removed at the request of their respective assistant (field) superintendents. A total of 165 teachers remained in the group.

The original fifty-one control schools received a total of two hundred and eighty-six appointments in September of 1959. This total, however, did not indicate the number of newly appointed teachers without previous teaching experience. Since many teachers receive regular appointments after having had some substitute experience, it was necessary to learn how many of this group had previous teaching experience. A background data questionnaire (see Appendix) was distributed to all teachers in experimental and control schools in order to determine the information necessary to insure that both groups of teachers were equated.

Teachers were paired (one from the experimental group with one from the control group) with respect to sex, age, extent of college training, rank on the Board of Education licensing examination, and grade level of assignment.

During the course of the school year, twenty-three control teachers were removed from the roster; of these, four resigned, five were transferred to other schools, and thirteen took leaves of absence.

Because of the losses of teachers from both groups, 120 pairs remained.

1. Sex of Teachers

There were one hundred and nineteen women and one man in each of the groups.

2. Chronological Ages of Teachers

As of September, 1959, the experimental teachers' ages ranged from nineteen years and eleven months through thirty-six years and two months. The mean age was 21.9. Control teachers' ages ranged from nineteen years and five months through thirty-eight years and seven months. The mean age was 21.9. These figures were taken from the background data questionnaire and verified by an examination of the files in the Division of Personnel.

3. Extent of College Training

All teachers in both groups held baccalaureate degrees at the time of appointment. In addition, all met professional course requirements as set forth by the Board of Examiners before receiving their license to teach.

4. Rank on Board of Education Licensing Examination

The range of ranks received by experimental teachers was from 60.00 to 88.64. The mean rank was 70.57. The range for control teachers was from 63.14 to 85.90. The mean rank was 70.89. These statistics were taken from the files of the Division of Personnel.

5. Grade Level of Teacher Assignment

The grade levels to which newly appointed teachers were assigned ranged from kindergarten through the sixth year. Table II indicates the distribution of both experimental and control groups of teachers assigned to each grade level. During the process of pairing teachers, grade level was taken into consideration. Wherever possible, teachers were paired by grade level as well as the other criteria indicated previously. In cases when it was not possible to match teachers on the same grade level, teachers were matched not more than one grade level apart. For example, because there were three more control teachers in grade level one than experimental teachers, those three control teachers were matched with experimental teachers on grade level two.

When one studies the number of factors considered in equating the pairs of teachers, the similarity of the two groups is unusual.

TABLE II

Criteria Used for Selection of
Experimental and Control Teachers

	Experimental	Control
Number	120	120
Sex		
Male	1	1
Female	119	119
Mean Age*	21.92	21.92
Number Holding Baccalaureate Degree	120	120
Mean Rank on License Exam	70.57	70.89
Grade Level of Assignment		
Kg.	7	7
1	14	17
2	35	29
3	25	28
4	22	24
5	14	10
6	3	5

* Chronological Age as of September 1, 1959.

C. APPRAISAL INSTRUMENTS

1. Logs

Services may be rendered to newly appointed teachers by many members of the school staff; by principals, by assistant principals, by grade leaders, and by other teaching and non-teaching personnel in the schools. In the case of newly appointed teachers in experimental schools, services were rendered by teacher-training consultants in addition to the other personnel noted.

In order to compare the variety, extent, and sources of help received by experimental and control teachers, it was necessary to obtain a record of the regular services provided for new appointees in experimental and control schools and the additional services provided for new appointees by teacher-training consultants in experimental schools.

To obtain such a record, a series of monthly logs developed in conjunction with the Division of Elementary Schools was completed by newly appointed teachers in both the experimental and control groups. Teacher-training consultants completed similar logs.

The logs required the respondent to indicate the type of service received, the position of the person who rendered the service, and the date the service was received (see Appendix for a sample log and letter to newly appointed teachers detailing instructions for the use of the log.)

The logs were mailed each month to the personnel in question along with a covering letter explaining the intent of the experiment and giving directions for the use and return of the logs.

Because of the official nature of the project, one hundred per cent return of the logs was assured by the Assistant Superintendent in charge of the project who directed that principals of the schools involved be responsible for the return of the logs.

These logs provided the basic raw data for an analysis of the quantity and variety of services provided for newly appointed teachers in experimental and control schools. A teacher, for example, who received suggestions concerning parent teacher conferences in preparation for Open-School-Night from his principal on November 3, 1959, indicated the particular suggestions, the source, and the date under the appropriate column headings on the log. After examining the first set of completed logs from all personnel, the technique of content analysis was employed.

The content analysis sheet listed twenty categories in which newly appointed teachers may have received aid and thirty-three personnel positions from which this aid may have been forthcoming.

The categories included:

1. CLASSROOM MANAGEMENT (Establishing routines in such activities as distribution of materials, entering and leaving room, participating in emergency drills, implementing orderly transition from one activity to another, decorating room, etc.)

2. DISCIPLINE (Developing good classroom climate, achieving balance between permissiveness and restriction, controlling disruptive classroom behavior, etc.)
3. PLANNING (Developing units of work, arranging sequence of topics, planning individual lessons, integrating various curriculum areas, etc.)
4. SUBJECT MATTER (Furthering competency in specific content of individual curriculum areas at grade level, keeping abreast with new developments, etc.)
5. GENERAL METHODOLOGY OF TEACHING (Using a variety of approaches, motivating pupils, making assignments, asking questions, providing for review and drill, etc.)
6. PROVIDING FOR GROUP ACTIVITY (Developing teacher-pupil planning, organizing committees and subgroups, guiding research activities, reporting, and critical evaluation, etc.)
7. PROVIDING FOR INDIVIDUAL DIFFERENCES (Arranging ability groups, differentiating assignments, capitalizing on pupil interests, etc.)
8. PUPIL ADJUSTMENT (Working with the withdrawn, aggressive, or underprivileged child; developing social acceptance and leadership; meeting pupil health needs; encouraging realistic pupil self-appraisal; etc.)
9. FORMAL GUIDANCE PROCEDURES (Recognizing pupils in need of professional help and initiating referrals, providing career information, etc.)
10. INSTRUCTIONAL AIDS (Getting and using supplementary books, maps, slides, films, recordings, charts, etc.)
11. TEACHER MADE MATERIALS (Preparing experience charts, work charts, rexograph materials, etc.)
12. SCHOOL AND COMMUNITY RESOURCES (Using libraries, museums, trips, resource personnel, talks by parents and community leaders, etc.)
13. EVALUATING PUPIL PROGRESS (Constructing tests, diagnosing pupil difficulties, assessing achievement in relation to ability, assigning marks, using and interpreting standardized tests, etc.)
14. PARENT TEACHER RELATIONS (Encouraging helpful cooperation, reporting to parents, handling visits, etc.)
15. STAFF RELATIONS (Participating in teacher activities, relating to faculty members, getting advice and assistance, etc.)
16. RECORD KEEPING AND CLERICAL TASKS (Maintaining cumulative records, attendance records, report cards, lateness reports, inventories of books and supplies, etc.)
17. OUT-OF-CLASS DUTIES (Yard patrol, lunchroom, bus line, monitorial squad, collection of funds, etc.)
18. MORALE (Self-confidence, job satisfaction, etc.)
19. SELF-EVALUATION (Realistic self-appraisal, ability to accept criticism, recognition of need to improve, etc.)
20. PROFESSIONAL ATTITUDE (Accepting professional responsibilities, participating in professional organizations, attending courses to increase teaching competency, etc.)

The thirty-three personnel positions included:

1. Superintendent
2. Associate Superintendent
3. Assistant Superintendent
4. Principal
5. Assistant to Principal
6. Teacher-Training Consultant

7. N. E. Coordinator
8. Guidance Coordinator
9. School Secretary
10. Other Classroom Teacher
11. Substitute Auxiliary Teacher
12. Grade Leader
13. School Nurse
14. Attendance Officer
15. Remedial Reading Teacher
16. School Physician
17. Dental Hygienist
18. Reading Consultant
19. Art Coordinator
20. Music Coordinator
21. Science Coordinator
22. Mathematics Coordinator
23. School-Community Coordinator
24. Language Arts Coordinator
25. Court Liaison Officer
26. B.C.G. Personnel
27. Curriculum Assistant
28. Librarian
29. Early Childhood Coordinator
30. Handwriting Coordinator
31. Custodian
32. Community Resource Personnel
33. Health Education Coordinator

When the content analysis sheets were completed for the year, they were tallied and the results are presented in Chapter IV.

2. Evaluation Forms

The effectiveness of the experimental factor, namely, the additional services of a teacher-training consultant, was determined by evaluations completed by principals, teacher-training consultants, and newly appointed teacher

Each teacher was asked to indicate the amount of help that he felt he needed in each of the twenty categories listed on pages eleven and twelve at the beginning of the school year, using the following numerical values;

0 - no help at all
1 - very little help
2 - moderate help
3 - great help
4 - very great help

In addition, he was asked to indicate, using the same scale values, the amount of assistance he still needed in the same categories as the school year drew to a close and the extent to which he received help from his principal in each area. In the case of an experimental teacher, the evaluation form contained an additional column in which to indicate the extent to which he receive additional help from his teacher-training consultant.

Since the research design called for a comparison of paired ratings assigned by teachers, principals, and consultants, it was not possible to obtain anonymous replies from the teachers. The teachers were assured, however, that their responses would be held in strictest confidence, and that their evaluations of themselves, their principals, and their consultants would not be made available to their principals or effect their status in their schools in any way.

At the same time as these teacher ratings were obtained, the eighty principals and seventeen consultants were asked to appraise the amount of help the teachers in question needed at the beginning and end of the year, using the same scale. Similarly, the principals and consultants were asked to indicate the amount of help that they were able to give the teachers. Here, too, the same numerical values were used.

The ten ratings that were obtained in this fashion made it possible to compare;

a. the net change in the amount of assistance needed at the end of the year by experimental and control teachers and the amount of assistance they received as interpreted by the teachers themselves,
b. the net change in the amount of assistance needed at the end of the year by experimental and control teachers and the amount of help they were given as interpreted by their principals, and
c. the net change in the amount of assistance needed at the end of the year by experimental teachers as interpreted by their teacher-training consultants.

In addition, experimental teachers, their principals, and consultants were asked to indicate in free form response the major strengths and weaknesses of the program as it functioned in their schools and their suggestions for improving the program. (See Appendix for copies of evaluation forms and explanatory cover letter).

CHAPTER III

THE PURPOSE, ORGANIZATION, AND SCOPE OF THE EXPERIMENTAL PROGRAM

A. THE GENERAL OBJECTIVES OF THE PROGRAM

The program was organized with the following objectives in mind:

"1. To develop a more effective program for student teachers by providing intensive assistance and in-service training in selected participating schools.
2. To instill in student teachers a desire to accept appointments to special service schools.
3. To assist in the training of newly appointed teachers in selected special service schools. To provide the kind of intensive assistance which makes for better orientation of new appointees in special service schools."[23]

The program was announced to the local teacher-training colleges in a letter from the Associate Superintendent of the Division on June 19, 1959.[24] The Associate Superintendent suggested that the colleges make every effort to assign student teachers to participating schools for the Fall term of 1959. When the program went into effect in September of that year, although some teacher-training consultants had many student teachers assigned to their respective schools, others had only a few, and some had none. Many of the local teacher-training colleges rotate their student teachers from school to school in order to provide an opportunity for student teachers to work within more than one school administrative organization and to work with children from more than one socio-economic level. It was found that the length of time student teachers remained in any one of the participating schools varied from approximately two to eight weeks, depending upon the particular organization of the student teaching program of the college.

Because of the variation of the number of student teachers assigned to a particular teacher-training consultant, and because of the variation of the time that individual student teachers spent within a given school, the possibility of including student teachers in an on-going study became unrealistic. For these reasons, this project was limited to the study of the effectiveness of the program as it related to newly appointed teachers only. References to objectives as they relate to student teachers were included for clarification of the scope of the program.

---

23. Student Teacher and Newly Appointed Teacher-Training Program, Division of Elementary Schools, Board of Education of the City of New York, September 9, 1959.

24. Letter, To The Teacher-Training Colleges, from Associate Superintendent, Division of Elementary Schools, Board of Education of the City of New York, June 19, 1959.

B. CRITERIA USED FOR THE SELECTION OF SCHOOLS

Assistant (district) Superintendents were asked in an announcement from the Assistant Superintendent in charge of the program, to select such schools from within their districts as met the following criteria:

"1. The school must be classified as a Special Service School.
2. The schools should be located within a contiguous geographic area to minimize a loss of the teacher-training consultant's service due to travel time.
3. The school should be so well organized that maximum benefits will accrue to all participants in this program.
4. The principals should indicate a willingness to accept this assignment and should possess those qualifications which will engender professional interest, enthusiasm and confidence in all participants.
5. The staff should reflect a positive attitude toward all children and a sensitivity to the needs of beginning teachers."[25]

C. CRITERIA USED FOR THE SELECTION OF TEACHER-TRAINING CONSULTANTS

Assistant (district) Superintendents were asked to fill the position with a teacher from:

"a. the schools actively participating in the program, or
b. the schools within the districts, using the following criteria:

1. The teacher shall have demonstrated a keen perception of the needs of pupils in special service schools and an outstanding ability to establish positive inter-personal relationships.
2. The teacher shall have indicated superior skill and competence in teaching all children.
3. In addition, the teacher should possess a high degree of professional interest, initiative and leadership in order to inspire and guide the neophyte."[26]

D. DUTIES AND RESPONSIBILITIES OF THE TEACHER-TRAINING CONSULTANTS

The following job analysis was issued by the Superintendent on September 9, 1959.

"Among the functions of the consultants is the responsibility for helping to develop ways and means of orienting new teachers to a new and unique school situation."[27]

1. General Duties

The general duties of the teacher-training consultant encompassed those activities which provide intensive assistance to newly appointed teachers. It was hoped that this assistance would result in better orientation of newly appointed teachers in selected special service schools. Consultants were to function in an advisory rather than supervisory capacity. One of the major functions was to arrange for a cooperative approach to the teacher-training programs in the schools involved through joint conferences with all supervisory personnel.

---

[25] Student Teacher and Newly Appointed Teacher-Training Program, Division of Elementary Schools, Board of Education of the City of New York, June11,1959.

[26] Loc. cit.

[27] Student Teacher and Newly Appointed Teacher-Training Program, Division of Elementary Schools, Board of Education of the City of New York, September 9, 1959.

2. Specific Duties

The specific duties indicated below were not intended for use with every newly appointed teacher. It was suggested that plans be developed for each newly appointed teacher in the program based upon needs as revealed by supervisory personnel and the new appointees.

"1. The Principal
Confer and participate in activities with the principal to:
- 1.1 Ascertain school and district policies, objectives, practices, and routines.
- 1.2 Become familiar with the on-going teacher-training program in the school.
- 1.3 Formulate cooperative plans for orienting newly appointed teachers.
- 1.4 Help evaluate all aspects of the program in terms of the objectives and needs of newly appointed teachers.

2. Newly Appointed Teachers
- 2.1 Assist the newly appointed teacher in such activities as:
  - a. Establishing effective classroom routines and discipline
  - b. Planning - long range, unit, weekly, daily
  - c. Grouping for instruction
  - d. Developing teacher made materials
  - e. Developing and perfecting techniques of teaching
  - f. Setting up centers of interest
  - g. Utilizing class, school, and community resources
  - h. Ordering, inventorying, maintaining, using effectively materials of instruction and supplies
  - i. Studying, interpreting, and maintaining effective and accurate pupil records
  - j. Arranging and conducting trips
  - k. Participating and sharing in such activities as school science fairs, art and music festivals
  - l. Preparing assembly programs
  - m. Conducting parent-teacher interviews and reporting to parents
  - n. Assuming school duties
- 2.2 Give demonstration lessons for individuals and groups based upon actual needs as observed by supervisory personnel.
- 2.3 Conduct individual and group conferences for discussion of common problems, demonstration lessons, and exchange of ideas and practices.

3. Administration of the Program
- 3.1 Each consultant worked in a cluster of three schools.
- 3.2 The program was conducted under the supervision of the Assistant Superintendent of the Division, with the cooperation of the(field) Assistant Superintendents.

3.3 It was suggested that a room in one of the three schools within the cluster be provided as headquarters for the consultant.

4. The consultant worked with a maximum of fifteen newly appointed teachers. The newly appointed teachers in each of the cluster of three schools were selected by the principals in consultation with the consultant.

5. The consultant was responsible for the maintenance of accurate records of all activities and services rendered. Forms of this record keeping were provided by the Division of Elementary Schools. Because the amount of record keeping was extensive, the teacher-training consultant was given one half day a week for this administrative function. It was suggested that Friday afternoon be used for this purpose."[28]

E. BACKGROUND OF THE SEVENTEEN TEACHER-TRAINING CONSULTANTS

1. Chronological Ages of Teacher-Training Consultants

In order to determine the ages of the consultants, the files of the Bureau of Teacher Personnel were examined. As of September 1959, their ages ranged from twenty-four years and five months through fifty-nine years and nine months. Their mean age was forty-five years and six months; the median age was forty-nine years and six months.

2. License of Teacher-Training Consultants

All seventeen consultants are regularly licensed by the Board of Education of the City of New York. Sixteen hold Common Branch licenses in day elementary schools. One holds a C.R.M.D. (Children with Retarded Mental Development) license in day elementary schools.

3. Training of Teacher-Training Consultants

As of September 1959, eight consultants held masters degrees. Of these eight, five have continued taking courses for credit. The median number of post-graduate credits earned by this group was fifty-six.

Each of the seven consultants who held baccalaureate degrees have continued taking courses. The median number of post-graduate credits earned by this group was forty-seven.

The two consultants who were graduated from state training schools for teachers have since earned a median number of forty-seven post-graduate credits.

4. Levels and Years of Teaching Experience of Teacher-Training Consultants

An examination of the background data forms revealed that the consultants have had a wide range of teaching experiences. All have taught on the elementary school level; in addition, six have taught on the junior high school level, two on the high school level, and one on the college level.

---

[28] Student Teacher and Newly Appointed Teacher-Training Program, Division of Elementary Schools, Board of Education of the City of New York, June 11, 1959.

As of September, 1959 the range of their teaching experience on all four levels was from three to thirty-four years; the median number was more than twenty and one-half years.

Since consultants work with newly appointed teachers in the elementary schools, data have been computed concerning their teaching experience on this level exclusively. The range of experience in the kindergarten through sixth grade was from three through thirty-two and one-half years; the median number was more than fifteen years.

5. Special School Assignments and Experiences of the Teacher-Training Consultants

An examination of Table III reveals the varied experiences that have taken consultants beyond the classroom door and into the realm of school administration, supervision, planning, and special services. These experiences have been grouped into nineteen major categories. The consultants have had a variety of one hundred and ninety-two out-of-class positions with a range of from one to twenty-four years of experience in these areas.

TABLE III

Special Assignments and Experiences of Teacher-Training Consultants

Special Position	N
1. Acting Assistant Principal	5
2. Cooperating Teacher	4
3. Grade Leader	4
4. Guidance, Health and Safety Counsellor	7
5. Remedial Reading	6
6. Librarian	3
7. School Testing	14
8. School Programming and Reorganization	3
9. Demonstration Teacher, Special and Pilot Programs, Supervisory License Examination	9
10. School Community Liaison, e.g., Parents Association Publication Editor, Speaker, Translator, Instructor-Classes for Parents	9
11. Teacher of Exceptional Children, e.g., Intellectually Gifted Children, Non-English Speaking Children	2
12. Coordinator of Special School Programs and Services	
a. Assembly Productions, Music Programs	7
b. Free and Paid Lunch	2
c. Student Teachers and In-Service Training	12
d. Supplies, Materials, Text Books, Audio-Visual Aids	14
e. Attendance, Released Time, Bus Children, Out-of-Class Duties, Defense	10
f. Classes for Exceptional Children	2
g. Special Exhibits, e.g., Science, Art	4

(Continued)

TABLE III
(Continued)

Special Position	N
h. Student Glee Club, Publications, Guard Patrol	3
i. Experimental and Pilot Program	5
j. Guidance Program	4
13. Revising Handbooks, Brochures, Bulletins for Teachers and Student Teachers	8
14. School Curriculum Committee	
a. Chairman	3
b. Member	12
15. Representative to Professional Organizations and Local Colleges	11
16. Chairman - District Science, Art, Music, and Dance Exhibits and Demonstrations	4
17. Chairman - District Special Committees	
a. Student Teachers	1
b. Guidance	2
c. Integration	1
18. Member - District Committee	
a. Test Evaluation and Revision	5
b. Gifted Child	1
c. Curriculum	6
d. Revision of Special Bulletins	4
19. Instructor - City-Wide In-Service and Workshop Courses	5
TOTAL:	192

F. ORIENTATION AND TRAINING PROGRAM

In order to coordinate the project and to furnish consultants with the necessary background for the duties, responsibilities, and scope of the assignment, the Division of Elementary Schools developed and conducted an on-going program of orientation and training. There were sixteen orientation sessions and nine monthly conferences at which the consultants' attendance was compulsory.[29]

The Teacher Coordinator of the project chaired the meetings. The agenda for each session included a discussion of administrative matters related to the program, a discussion by a specialist of a curriculum area, or a description by a specialist of a program which renders special services to the schools.

---

[29] Letter to Consultants, from Edward Scalea, Assistant Superintendent, June, 1959.

The topics discussed by specialists were:[30]

1. "Some Aspects of the Newly Appointed Teacher-Training Program"
    - Teacher Coordinator of the Project
2. "A Presentation of the Over-all Reading Program in the Elementary Schools"
    - Supervisor of Remedial Reading
3. "Mathematics in the Elementary Schools"
    - Principal in Charge of the Elementary School Mathematics Program
4. "The Science Program in the Elementary Schools"
    - Principal in Charge of Elementary School Mathematics Program
5. "Research and Evaluation"
    - Acting Director, Bureau of Educational Program Research and Statistics
6. "An Overview of the Guidance Program in the Elementary Schools"
    - Acting Director of Guidance
7. "Early Childhood Education"
    - Director of Early Childhood Education
8. "Special Services Available to the Elementary Schools"
    - Assistant Superintendent, Division of Child Welfare
9. "Handwriting in the Elementary Schools"
    - Coordinator of Handwriting
10. "Philosophies and Approaches to Teacher Education"
    - Coordinator of Teacher Placement and Field Services
11. "The Developmental Mathematics Program"
    - District Mathematics Coordinator
12. "The Social Studies Program in the Elementary Schools"
    - Assistant Superintendent
13. "Art in the Elementary Schools"
    - Art Supervisor
14. "Individualized Reading"
    - Assistant in Research
15. "Music in the Elementary Schools"
    - Assistant Director of Music
16. "Establishing Good Relationships with the New Teacher"
    - Assistant Director of Guidance

In addition to hearing talks by specialists and participating in the discussions which followed, the consultants received a series of bulletins and materials which were distributed by the teacher-coordinator of the project (see Appendix for list.) Each time bulletins or materials were distributed, they were examined and discussed by the consultants under the direction of the teacher-coordinator.

In view of the fact that the position of teacher-training consultant was created in the New York City school system for the first time in September of 1959, the orientation and training program was particularly valuable because time was made available for consultants to share and evaluate their experiences and techniques. Furthermore, the on-going nature of the program encouraged open lines of communication between the consultants and the Assistant Superintendent in charge of the project. The program provided the opportunity for the consultants to discuss and receive information concerning general questions of policy, administration, and objectives, as well as, specific questions regarding unique situations in particular schools.

---

[30] Minutes of Meetings of Teacher-Training Consultants, September, 1959 - June, 1960.

CHAPTER IV

ANALYSIS OF SERVICES PROVIDED FOR NEWLY APPOINTED TEACHERS

All content analysis sheets, which summarized the help received by newly appointed teachers during the year, were tallied in order to compare the variety, extent, and sources of assistance afforded to experimental and control teachers. The results are presented in the tables which follow.

A. HELP RECEIVED AS REPORTED BY EXPERIMENTAL TEACHERS

Table IV lists the twenty categories in which the experimental teachers reported having received help and the number of instances such help was given during the school year 1959-1960, for each of the months under consideration. The total column indicates the number of times that teachers reported receiving help in each category for the entire year. The data indicate that experimental teachers reported having received help on eight thousand, seven hundred and forty-seven (8,747) occasions during the school year. The monthly totals reveal that, on the whole, they report less help received at the end of the school year than at the beginning of the school year. One might expect that a new teacher might need a great amount of help in certain aspects of teaching at the beginning of the school year and decreasing amounts of help as he gains more experience in the classroom. In the area of classroom management, for example, for the month of October experimental teachers reported receiving help one hundred and ninety-four (194) times; in November, one hundred and twenty-three (123) instances of help were reported. Help fell off in March to fifty-four (54) instances and, in April, to thirty-one (31). A similar pattern of decremental help appears in more than half of the categories.

On the other hand, it is not unreasonable to assume that certain new teachers may need consistent amounts of help in particular areas throughout the first year of teaching and even incremental help in other areas. The table indicates that, in the area of subject matter, there is consistent need for help throughout the year. In the area of school and community resources, experimental teachers indicate receiving incremental amounts of help during the year. Although, ideally, the new teacher should be oriented to school and community resources at the beginning of the school year, or even before the school year begins, many schools are unable to provide teachers with this opportunity for various reasons. Attention is given to the more immediate problems which face the new teacher within the classroom. One might assume that it is only after the teacher has become more comfortable in the classroom, getting to know his children, the curriculum and materials, and some of the mechanics of classroom management, that the teacher has more freedom to see beyond the classroom door into the opportunities available to him and to his children in the school and in the community.

In order to see these patterns more clearly, the data in Table IV has been converted into a per cent table (cf. Table V).

TABLE IV

Number of Instances in Which Help Was Received, As Reported by 120 Experimental Teachers

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Classroom Management	194	123	68	85	54	54	31	609
2. Discipline	46	24	23	39	30	46	20	228
3. Planning	91	56	54	143	118	119	137	718
4. Subject Matter	269	288	268	229	311	237	286	1,888
5. General Methodology of Teaching	348	517	400	406	332	365	303	2,671
6. Providing for Group Activities	35	31	20	26	15	7	15	149
7. Providing for Individual Differences	45	49	27	47	53	34	34	289
8. Pupil Adjustment	15	33	13	16	33	27	8	145
9. Formal Guidance Procedures	4	10	8	13	7	25	12	79
10. Instructional Aids	187	119	75	130	108	130	95	844
11. Teacher Made Materials	53	29	24	41	24	33	24	228
12. School and Community Resources	12	23	21	20	13	14	30	133
13. Evaluating Pupil Progress	7	29	25	16	30	33	28	168
14. Parent Teacher Relations	10	28	9	4	10	7	8	76
15. Staff Relations	2	4	2	6	5	4	3	26
16. Record Keeping and Clerical Tasks	57	35	9	18	12	24	25	180
17. Out-of-Class Duties	17	30	3	4	5	6	6	71
18. Morale	13	5	1	9	6	3	5	42
19. Self-Evaluation	19	49	5	24	21	29	17	164
20. Professional Attitude	2	4	2	12	5	7	7	39
Total:	1,426	1,486	1,057	1,288	1,192	1,204	1,094	8,747

Table V indicates the per cent of total help received by the experimental teachers during each of the months under consideration. An examination of the per cent of total line reinforces the pattern of decremental help which appears in the previous table. The per cent of total help received drops from approximately sixteen per cent in October and approximately seventeen per cent in November, to approximately fourteen per cent in March and twelve and one half per cent in April. It should be noted, in interpreting this table as well as the others to follow, that December is a short school month because of the many holidays which occur during the month and, as a result, the proportion of help that was received was smaller.

An examination of the individual categories reveals a significant decrement from October to April in help received in the following categories: classroom management, discipline, providing for group activities, instructional aids, teacher made materials, morale, record keeping and clerical tasks, and out-of-class duties. A significant increment is noted in the categories of formal guidance procedures, school and community resources, evaluating pupil progress, and professional attitude.[31] In the category of evaluating pupil progress, for example, one might assume that when an inexperienced teacher faces his class for the first time, he is perhaps more concerned with the immediacy of the functioning of the class as a whole than he is with assessing individual pupil progress. It is only after he has gained some experience in handling and interpreting cumulative records, teaching the curriculum to children he has begun to know and understand, and testing, that he may become better equipped to evaluate individual pupil achievement in relation to ability and seek help in this matter from supervisors and others.

In the categories of subject matter, planning, general methodology of teaching, providing for individual differences, parent teacher relations, and self-evaluation, teachers reported receiving relatively consistent amounts of help throughout the year. It is interesting to note that teachers indicated receiving the greatest amount of help in parent teacher relations (thirty-seven per cent) during the month of November. One might assume that this particular category received so much attention at that time in preparation for Open-School-Week which occurs in November.

---

[31] Significance of the difference in observed per cents was determined by reference to Daniel's tables. Cf. Cuthbert Daniel, "Statistically Significant Differences in Observed Per Cents," Journal of Applied Psychology. Volume 24, No. 6, December 1940, pp. 826-830.

TABLE V

Per Cent of Instances in Which Help Was Received, As Reported by 120 Experimental Teachers (by Category)

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Classroom Management*	31.85	20.20	11.16	13.96	8.87	8.87	5.09	100.00
2. Discipline*	20.17	10.53	10.09	17.11	13.16	20.17	8.77	100.00
3. Planning	12.68	7.80	7.52	19.92	16.43	16.57	19.08	100.00
4. Subject Matter	14.25	15.26	14.19	12.13	16.47	12.55	15.15	100.00
5. General Methodology of Teaching	13.03	19.36	14.98	15.20	12.43	13.66	11.34	100.00
6. Providing for Group Activities*	23.49	20.80	13.42	17.45	10.07	4.70	10.07	100.00
7. Providing for Individual Differences	15.57	16.96	9.35	16.26	18.34	11.76	11.76	100.00
8. Pupil Adjustment	10.34	22.76	8.97	11.03	22.76	18.62	5.52	100.00
9. Formal Guidance Procedures*	5.06	12.66	10.13	16.46	8.86	31.64	15.19	100.00
10. Instructional Aids*	22.16	14.10	8.89	15.40	12.80	15.40	11.25	100.00
11. Teacher Made Materials*	23.24	12.72	10.53	17.98	10.53	14.47	10.53	100.00
12. School and Community Resources*	9.02	17.29	15.79	15.04	9.77	10.53	22.56	100.00
13. Evaluating Pupil Progress*	4.17	17.26	14.88	9.52	17.86	19.64	16.67	100.00
14. Parent Teacher Relations	13.16	36.84	11.84	5.26	13.16	9.21	10.53	100.00
15. Staff Relations	7.69	15.39	7.69	23.08	19.23	15.38	11.54	100.00
16. Record Keeping and Clerical Tasks*	31.67	19.44	5.00	10.00	6.67	13.33	13.89	100.00
17. Out-of-Class Duties*	23.95	42.25	4.23	5.63	7.04	8.45	8.45	100.00
18. Morale*	30.96	11.90	2.38	21.43	14.29	7.14	11.90	100.00
19. Self-Evaluation	11.59	29.88	3.05	14.63	12.80	17.68	10.37	100.00
20. Professional Attitude*	5.13	10.25	5.13	30.77	12.82	17.95	17.95	100.00
Per Cent of Total:	16.30	16.99	12.08	14.73	13.63	13.76	12.51	100.00

* Difference between October and April significant at .05 level

The data may be treated in still another way in order to give a clearer picture of the relative weight or importance given to each of the categories during each month. This may be done by converting the number of instances help was received into a per cent, using the month as a base. This has been done in Table VI. For each month and for the year as a whole, the category of general methodology of teaching received the greatest amount of attention; subject matter was second in rank; instructional aids, third; planning, fourth; and classroom management, fifth.

All other categories received relatively little attention during the year, less than five per cent.

TABLE VI

Per Cent of Instances in Which Help Was Received, As Reported by 120 Experimental Teachers (by Month)

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Per Cent of Total
1. Classroom Management	13.61	8.28	6.43	6.60	4.53	4.49	2.83	6.96
2. Discipline	3.23	1.61	2.18	3.03	2.52	3.82	1.83	2.61
3. Planning	6.38	3.77	5.11	11.10	9.90	9.88	12.52	8.21
4. Subject Matter	18.86	19.38	25.36	17.78	26.09	19.69	26.14	21.58
5. General Methodology of Teaching	24.40	34.79	37.84	31.52	27.85	30.32	27.70	30.54
6. Providing for Group Activities	2.46	2.09	1.89	2.02	1.26	.58	1.37	1.70
7. Providing for Individual Differences	3.16	3.30	2.55	3.65	4.45	2.82	3.11	3.30
8. Pupil Adjustment	1.05	2.22	1.23	1.24	2.77	2.24	.73	1.66
9. Formal Guidance Procedures	.28	.67	.76	1.01	.59	2.08	1.10	.90
10. Instructional Aids	13.11	8.01	7.10	10.10	9.06	10.80	8.68	9.65
11. Teacher Made Materials	2.72	1.95	2.27	3.18	2.01	2.74	2.19	2.61
12. School and Community Resources	.84	1.55	1.99	1.55	1.09	1.16	2.74	1.52
13. Evaluating Pupil Progress	.49	1.95	2.37	1.24	2.52	2.74	2.56	1.92
14. Parent Teacher Relations	.70	1.88	.85	.31	.84	.58	.73	.87
15. Staff Relations	.14	.27	.19	.47	.42	.33	.28	.30
16. Record Keeping and Clerical Tasks	4.00	2.35	.85	1.40	1.00	1.99	2.29	2.06
17. Out-of-Class Duties	1.19	2.02	.28	.31	.42	.50	.55	.81
18. Morale	.91	.34	.09	.70	.50	.25	.46	.48
19. Self-Evaluation	1.33	3.30	.47	1.86	1.76	2.41	1.55	1.87
20. Professional Attitude	.14	.27	.19	.93	.42	.58	.64	.45
Total:	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

B. HELP RECEIVED AS REPORTED BY CONTROL TEACHERS

Table VII summarized the number of instances in which help was received as reported by control teachers, and parallels that for experimental teachers. The monthly totals reveal that, on the whole, control teachers also report less help received at the end of the school year than at the beginning of the school year. The decremental pattern which was evidenced in the case of experimental teachers is repeated. In the area of classroom management, for example, for the month of October control teachers reported receiving help two hundred and seventeen (217) times; in November, one hundred and thirty-five (135) instances of help were reported. Help fell off in March to sixty-eight (68) instances and, in April to thirty-two (32).

The data, by category, has been converted into per cents in Table VIII.

TABLE VII

Number of Instances in Which Help Was Received, As
Reported by 120 Control Teachers

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Classroom Management	217	135	54	46	56	68	32	608
2. Discipline	67	28	19	47	53	63	26	303
3. Planning	106	66	47	84	72	67	61	503
4. Subject Matter	195	201	181	109	98	110	89	983
5. General Methodology of Teaching	355	337	212	302	253	262	171	1,892
6. Providing for Group Activities	30	17	15	23	11	13	5	114
7. Providing for Individual Differences	27	43	15	43	43	28	19	218
8. Pupil Adjustment	43	46	32	28	27	39	23	238
9. Formal Guidance Procedures	39	20	16	16	24	18	10	143
10. Instructional Aids	105	100	40	70	63	81	51	510
11. Teacher Made Materials	32	17	10	13	7	13	6	98
12. School and Community Resources	13	23	22	7	9	15	14	103
13. Evaluating Pupil Progress	17	71	63	31	24	37	34	277
14. Parent Teacher Relations	28	65	18	5	28	16	11	171
15. Staff Relations	2	20	8	6	4	3	4	47
16. Record Keeping and Clerical Tasks	230	90	52	47	57	54	51	581
17. Out-of-Class Duties	44	29	13	18	17	10	14	145
18. Morale	18	6	0	3	0	1	7	35
19. Self-Evaluation	4	35	6	12	3	11	7	78
20. Professional Attitude	3	21	8	7	4	4	4	51
Total:	1,575	1,370	831	917	853	913	639	7,098

An examination of the per cent of total help received during each month in Table VIII reveals much the same pattern of decremental help which appears in the previous table. During the month of October, control teachers received approximately twenty-two per cent of the total help for the year; the proportion fell to nine per cent in April. A significant decrement in help received was noted in the following categories: classroom management, discipline, providing for group activities, formal guidance procedures, teacher made materials, record keeping and clerical tasks, out-of-class duties, and morale. A significant increment was noted in evaluating pupil progress.

TABLE VIII

Per Cent of Instances in Which Help Was Received, As Reported by 120 Control Teachers (by Category)

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Per Cent of Total
1. Classroom Management*	35.69	22.20	8.88	7.57	9.21	11.19	5.26	100.00
2. Discipline*	22.12	9.24	6.27	15.51	17.49	20.79	8.58	100.00
3. Planning	21.07	13.12	9.34	16.70	14.32	13.32	12.13	100.00
4. Subject Matter	19.84	20.45	18.41	11.09	9.97	11.19	9.05	100.00
5. General Methodology of Teaching	18.76	17.81	11.21	15.96	13.37	13.85	9.04	100.00
6. Providing for Group Activities*	26.32	14.91	13.16	20.17	9.65	11.40	4.39	100.00
7. Providing for Individual Differences	12.39	19.72	6.88	19.72	19.72	12.85	8.72	100.00
8. Pupil Adjustment	18.07	19.33	13.45	11.76	11.34	16.39	9.66	100.00
9. Formal Guidance Procedures*	27.27	13.99	11.19	11.19	16.78	12.59	6.99	100.00
10. Instructional Aids	20.59	19.61	7.84	13.73	12.35	15.88	10.00	100.00
11. Teacher Made Materials*	32.65	17.35	10.20	13.27	7.14	13.27	6.12	100.00
12. School and Community Resources	12.62	22.33	21.36	6.80	8.74	14.56	13.59	100.00
13. Evaluating Pupil Progress*	6.14	25.63	22.74	11.19	8.66	13.36	12.28	100.00
14. Parent Teacher Relations	16.38	38.01	10.53	2.92	16.37	9.36	6.43	100.00
15. Staff Relations	4.26	42.55	17.02	12.77	8.51	6.38	8.51	100.00
16. Record Keeping and Clerical Tasks*	39.59	15.49	8.95	8.09	9.81	9.29	8.78	100.00
17. Out-of-Class Duties*	30.34	20.00	8.97	12.41	11.72	6.90	9.66	100.00
18. Morale*	51.43	17.14	.00	8.57	.00	2.86	20.00	100.00
19. Self-Evaluation	5.13	44.87	7.69	15.39	3.85	14.10	8.97	100.00
20. Professional Attitude	5.88	41.18	15.69	13.73	7.84	7.84	7.84	100.00
Per Cent of Total:	22.19	19.30	11.71	12.92	12.02	12.86	9.00	100.00

* Difference between October and April significant at .05 level

Table IX presents the data in per cent form, using the months as a base. For each month, and for the year as a whole, the category of general methodology of teaching received the greatest amount of attention. Subject matter was second in rank; classroom management, third; record keeping and clerical tasks, fourth; instructional aids, fifth; and planning, sixth.

All other categories received little attention during the year, less than five per cent.

TABLE IX

Per Cent of Instances in Which Help Was Received, As Reported by 120 Control Teachers (by Month)

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Per Cent of Total
1. Classroom Management	13.78	9.85	6.50	5.02	6.57	7.45	5.01	8.57
2. Discipline	4.25	2.04	2.29	5.13	6.21	6.90	4.07	4.27
3. Planning	6.73	4.82	5.66	9.16	8.44	7.34	9.55	7.09
4. Subject Matter	12.39	14.67	21.78	11.89	11.49	12.05	13.93	13.85
5. General Methodology of Teaching	22.54	24.60	25.51	32.93	29.66	28.70	26.76	26.65
6. Providing for Group Activities	1.90	1.24	1.81	2.51	1.29	1.42	.78	1.61
7. Providing for Individual Differences	1.71	3.14	1.81	4.69	5.04	3.07	2.97	3.07
8. Pupil Adjustment	2.73	3.36	3.85	3.05	3.17	4.27	3.60	3.35
9. Formal Guidance Procedures	2.48	1.46	1.92	1.74	2.81	1.97	1.56	2.01
10. Instructional Aids	6.67	7.30	4.81	7.63	7.39	8.87	7.98	7.18
11. Teacher Made Materials	2.03	1.24	1.20	1.42	.82	1.42	.94	1.38
12. School and Community Resources	.83	1.68	2.65	.76	1.06	1.64	2.19	1.45
13. Evaluating Pupil Progress	1.08	5.18	7.58	3.38	2.81	4.05	5.32	3.90
14. Parent Teacher Relations	1.78	4.74	2.17	.55	3.28	1.75	1.72	2.41
15. Staff Relations	.13	1.46	.96	.65	.47	.33	.63	.67
16. Record Keeping and Clerical Tasks	14.60	6.57	6.26	5.13	6.68	5.92	7.98	8.18
17. Out-of-Class Duties	2.79	2.12	1.56	1.96	1.99	1.10	2.19	2.04
18. Morale	1.14	.44	.00	.33	.00	.11	1.10	.49
19. Self-Evaluation	.25	2.56	.72	1.31	.35	1.20	1.10	1.10
20. Professional Attitude	.19	1.53	.96	.76	.47	.44	.62	.73
Per Cent of Total:	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

C. COMPARISON OF HELP RECEIVED BY EXPERIMENTAL AND CONTROL TEACHERS

1. Number of Instances in which Help was Received

An examination of the total columns of Table IV and Table VII reveals that experimental teachers reported to have received help on one thousand, six hundred and forty-nine (1,649) more occasions than did control teachers. This means that experimental teachers received help on approximately two more occasions each month than did control teachers. In order to determine whether this difference was statistically significant, the number of instances in which help was reported by experimental and control teachers, for a month relatively early in the school year and for a month relatively late in the school year, was compared. These data are reported in Table X.

No significant difference appeared in the amount of help received, as reported by experimental and control teachers.

TABLE X

Mean Instances of Help Received and Significance of
Difference of Mean Instances of Help Received, as
Reported by Experimental and Control Teachers

Month	Group	N	Mean Reports of Help Received	D	SDd	t
November 1959	Exp. Cont.	120 120	12.34 11.42	.92	32.61	.3077
March 1960	Exp. Cont.	120 120	10.16 7.50	2.66	25.98	1.1196

2. Areas in which Help was Received

A rough indication of the nature of the help afforded to experimental and control teachers may be developed by considering the rank order of categories in which help was reported each month and the average rank order of these categories for the year. The average rank order was derived by placing the mean rank of each category in rank order for the year.

A comparison of Tables XI and XII, which present this data for experimental and control teachers respectively, reveals that both groups report the same categories in ranks one through five. They were: general methodology of teaching, subject matter, instructional aids, planning, and classroom management.

Other categories in which close agreement was reported, less than four ranks apart, were: discipline, formal guidance procedures, school and community resources, evaluating pupil progress, staff relations, record keeping and clerical tasks, morale, and professional attitude.

Those categories in which we find a major difference of opinion, four or more ranks apart, were: providing for group activities, providing for individual differences, pupil adjustment, teacher made materials, parent teacher relations, out-of-class duties, and self-evaluation.

Both groups report general methodology of teaching, subject matter, instructional aids, planning, and classroom management among those categories which received the most attention during the year. On the other hand, they report categories such as morale, professional attitude, and staff relations among those receiving the least attention. These categories are, perhaps, less tangible than the first five categories reported. Teachers are not always aware of the help they receive. The supportive help inherent in a word of praise for a job well done may boost the morale of an inexperienced teacher. He may recognize more quickly, however, the concrete help which is extended to him in the area of classroom management.

TABLE XI

Rank Order of Help Received As Reported by 120 Experimental Teachers

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Average Rank Order
1. Classroom Management	3	3	4	5	5	5	6	5
2. Discipline	8	15	9	8	8	6	11	8
3. Planning	5	5	5	3	3	4	3	4
4. Subject Matter	2	2	2	2	2	2	2	2
5. General Methodology of Teaching	1	1	1	1	1	1	1	1
6. Providing for Group Activities	10	6	11	9	12	15	13	9.5
7. Providing for Individual Differences	9	10	6	6	6	7	5	6
8. Pupil Adjustment	13	9	12	13	7	11	15	13
9. Formal Guidance Procedures	18	17	15	15	16	12	14	15
10. Instructional Aids	4	4	3	4	4	3	4	3
11. Teacher Made Materials	7	12	8	7	10	8	10	7
12. School and Community Resources	15	16	10	11	13	14	7	14
13. Evaluating Pupil Progress	17	13	7	14	9	9	8	11.5
14. Parent Teacher Relations	16	14	13	19	15	16	16	16
15. Staff Relations	19	19	18	18	18	19	20	20
16. Record Keeping and Clerical Tasks	6	8	14	12	14	13	9	9.5
17. Out-of-Class Duties	12	11	17	20	19	18	18	17
18. Morale	14	18	20	17	17	20	19	18
19. Self-Evaluation	11	7	16	10	11	10	12	11.5
20. Professional Attitude	20	20	19	16	20	17	17	19

TABLE XII

Rank Order of Help Received, As Reported
by 120 Control Teachers

Nature of Help Received	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Average Rank Order
1. Classroom Management	3	3	4	7	6	4	7	5
2. Discipline	7	13	10	5	7	6	8	7
3. Planning	5	7	6	3	3	5	3	3.5
4. Subject Matter	4	2	2	2	2	2	2	2
5. General Methodology of Teaching	1	1	1	1	1	1	1	1
6. Providing for Group Activities	12	18	13	11	14	14	18	15
7. Providing for Individual Differences	14	10	14	8	8	10	10	10
8. Pupil Adjustment	9	9	8	10	10	8	9	9
9. Formal Guidance Procedures	10	16	12	13	11	11	14	12
10. Instructional Aids	6	4	7	4	4	3	4	3.5
11. Teacher Made Materials	11	19	16	14	16	15	17	16
12. School and Community Resources	17	14	9	16	15	13	11	14
13. Evaluating Pupil Progress	16	6	3	9	12	9	6	8
14. Parent Teacher Relations	13	8	11	19	9	12	13	11
15. Staff Relations	20	17	17	18	17	19	19	19
16. Record Keping and Clerical Tasks	2	5	5	6	5	7	5	6
17. Out-of-Class Duties	8	12	15	12	13	17	12	13
18. Morale	15	20	20	20	20	20	15	20
19. Self—Evaluation	18	11	19	15	19	16	16	17
20. Professional Attitude	19	15	18	17	18	18	20	18

3. Sources of Help as Reported by Experimental Teachers

Sources of help, as reported by experimental teachers are summarized in Table XIII, which lists thirty-three persons available to newly appointed teachers as sources of assistance. The data reported for each month indicate the number of times teachers received help from these individuals. The per cent of total column indicates that the experimental teachers reported that over seventy per cent (70.13%) of the total help which they received came from teacher-training consultants. Assistants-to-Principal were the next highest sources of help, extending over nine per cent (9.29%) of the total. Principals were third in order, extending over eight per cent (8.09%) of the total. In none of the other instances did the category of person named provide as much as five per cent of the total help received.

TABLE XIII

Sources of Help, As Reported by 120 Experimental Teachers

Position of Personnel Giving Help	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total	Per Cent of Total
1. Superintendent	-	-	-	-	1	-	-	1	.01
2. Associate Superintendent	-	-	-	-	2	-	-	2	.02
3. Assistant Superintendent	11	8	1	1	14	2	-	37	.42
4. Principal	135	144	75	99	84	106	65	708	8.09
5. Assistant to Principal	88	145	113	139	134	124	70	813	9.29
6. Teacher Trainer	1.008	1.038	752	887	772	810	868	6.135	70.13
7. N.E. Coordinator	35	23	26	32	39	29	18	202	2.31
8. Guidance Coordinator	2	2	2	4	9	4	1	24	.28
9. School Secretary	2	2	-	4	-	2	2	12	.14
10. Other Classroom Teacher	85	67	37	43	41	34	30	337	3.85
11. Substitute Auxiliary Teacher	6	5	1	-	4	2	2	20	.23
12. Grade Leader	16	18	8	14	8	9	8	81	.93
13. School Nurse	-	1	-	1	-	1	-	3	.03
14. Attendance Officer	-	-	-	-	-	-	1	1	.01
15. Remedial Reading Teacher	6	4	-	1	-	1	1	13	.15
16. School Physician	-	-	-	-	-	-	-	-	.00
17. Dental Hygienist	-	-	-	-	-	-	-	-	.00
18. Reading Consultant	9	4	1	4	1	7	9	35	.40
19. Art Coordinator	10	-	7	4	9	26	5	61	.70
20. Music Coordinator	-	-	3	5	2	-	2	12	.14
21. Science Coordinator	1	2	7	18	2	10	1	41	.47
22. Mathematics Coordinator	9	12	3	1	45	13	1	84	.96
23. School-Community Coordinator	-	-	-	-	-	2	-	2	.02
24. Language Arts Coordinator	-	-	-	-	-	-	-	-	.00
25. Court Liaison Officer	-	-	-	-	-	-	-	-	.00
26. B.C.G. Personnel	-	5	1	6	1	15	3	31	.36
27. Curriculum Assistant	-	-	-	5	6	2	-	13	.15
28. Librarian	-	-	1	-	4	2	-	7	.08
29. Early Childhood Consultant	1	4	15	1	2	2	2	27	.31
30. Handwriting Coordinator	-	-	-	8	3	1	5	17	.19
31. Custodian	2	-	-	-	-	-	-	2	.02
32. Community Resource Personnel	-	2	4	8	4	1	-	19	.22
33. Health Education Coordinator	-	-	-	3	5	-	-	8	.09
Total:	1.426	1.486	1.057	1.288	1.192	1.205	1.094	8.748	100.00

4. Sources of Help as Reported by Control Teachers

Sources of help reported by control teachers are summarized in Table XIV. The total per cent column indicates that control teachers received more than twenty-seven per cent (27.18%) of their total help from assistants-to-principal, more than twenty-four per cent (24.56%) from principals, and more than twenty-three per cent (23.57%) from other classroom teachers. In none of the other instances did the category of person named provide as much as five per cent of the total help received.

Ultimately, the responsibility for the in-service training of new teachers rests with the principal. A comparison of Table XIII and Table XIV makes it clear that in schools which had the services of consultants, the principal was able to delegate a larger portion of certain responsibilities, thereby enabling him to devote additional time to other administrative and supervisory duties germane to the scope of his position.

TABLE XIV

Sources of Help, As Reported by
120 Control Teachers

Position of Personnel Giving Help	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total	Per Cent of Total
1. Superintendent	-	-	-	-	-	-	-	-	.00
2. Associate Superintendent	-	-	-	-	-	-	-	-	.00
3. Assistant Superintendent	8	33	3	3	7	4	2	60	.84
4. Principal	403	375	198	200	184	228	155	1.743	24.56
5. Assistant-to-Principal	390	432	218	231	255	239	164	1.929	27.18
6. Teacher Trainer	-	-	-	-	-	-	-	-	.00
7. N.E. Coordinator	65	47	32	61	29	22	17	273	3.85
8. Guidance Coordinator	23	15	9	13	17	27	10	114	1.61
9. School Secretary	17	17	10	13	11	13	8	89	1.25
10. Other Classroom Teacher	383	268	207	218	198	206	193	1.673	23.57
11. Substitute Auxiliary Teacher	3	-	12	9	9	5	3	41	.58
12. Grade Leader	59	38	19	32	25	29	19	221	3.11
13. School Nurse	1	6	10	3	9	9	2	40	.56
14. Attendance Officer	-	-	1	1	3	2	3	10	.14
15. Remedial Reading Teacher	27	17	8	5	5	1	-	63	.89
16. School Physician	-	-	-	-	1	-	-	1	.01
17. Dental Hygienist	-	1	-	2	1	5	1	10	.14
18. Reading Consultant	57	20	16	15	7	11	8	134	1.89
19. Art Coordinator	16	3	8	13	12	15	14	81	1.14
20. Music Coordinator	16	9	8	15	5	6	8	87	.94
21. Science Coordinator	8	17	13	13	9	12	3	75	1.06
22. Mathematics Coordinator	46	26	29	27	29	21	10	188	2.65
23. School-Community Coordinator	-	-	-	-	-	-	-	-	.00
24. Language Arts Coordinator	9	-	1	1	1	-	-	12	.17
25. Court Liaison Officer	-	-	3	-	-	-	2	5	.07
26. B.C.G. Personnel	12	14	3	7	6	2	5	49	.69
27. Curriculum Assistant	19	2	6	11	7	5	6	56	.79
28. Librarian	3	2	2	1	1	7	-	16	.22
29. Early Childhood Consultant	2	6	-	9	3	13	-	33	.46
30. Handwriting Coordinator	-	-	5	7	6	8	-	26	.37
31. Custodian	1	3	-	-	3	3	-	10	.14
32. Community Resource Personnel	2	7	2	1	4	13	2	31	.44
33. Health Education Coordinator	5	12	8	6	6	7	4	48	.68
Total:	1.575	1.370	831	917	853	913	639	7.098	100.00

D. HELP EXTENDED TO EXPERIMENTAL TEACHERS BY CONSULTANTS

Table XV summarizes the reports of consultants concerning the variety and extent of help which they gave to experimental teachers during the school year 1959-1960, for each of the months under consideration. The total amount of help which consultants reported having extended to experimental teachers appears to be larger than the total amount of help experimental teachers indicated receiving in Table IV. This difference of opinion is not inconsistent with the results of other research in the same field. Palmer,[32] for example, surveyed elementary principals and elementary teachers concerning supervisory practices. From the evidence he secured, he concludes that supervisors think more help is given than the teachers think they receive. Wood's[33] study, too, indicates a difference of opinion between the administration and the teachers themselves in the amount of help new teachers need and receive. The monthly totals reveal that, on the whole, consultants report less help given to teachers at the end of the school year than at the beginning of the school year. The decremental pattern which was evidenced in reports by experimental teachers is confirmed in this table. In the area of classroom management, for example, for the month of October consultants reported giving help three hundred and three (303) times; in November, one hundred and fifty-eight (158) instances were reported. Help fell off in March to eighty-four (84) instances, and in April to thirty-six (36).

---

32. Wayne R. Palmer, A Study of Existing and Desired Supervisory Services in the Indianapolis Public Schools. Doctor's thesis. Indiana University, 1953.

33. Hugh Wood, In-Service Education of Teachers - an Evaluation. Doctor's thesis. University of Oregon, 1950.

TABLE XV

Number of Instances in Which Help Was Extended to Experimental Teachers, As Reported by 17 Teacher-Training Consultants

Nature of Help Given	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Classroom Management	303	158	138	139	87	84	36	945
2. Discipline	62	28	35	31	25	35	3	219
3. Planning	176	93	82	156	140	144	107	898
4. Subject Matter	276	364	304	666	381	328	211	2.530
5. General Methodology of Teaching	491	524	584	858	496	455	299	3.707
6. Providing for Group Activities	64	62	41	53	45	39	22	326
7. Providing for Individual Differences	73	39	26	54	44	39	44	319
8. Pupil Adjustment	43	34	30	29	46	48	16	246
9. Formal Guidance Procedures	17	11	5	8	5	6	7	59
10. Instructional Aids	238	228	137	232	119	127	91	1.172
11. Teacher Made Materials	104	49	34	44	30	29	14	304
12. School and Community Resources	26	20	32	88	46	35	34	281
13. Evaluating Pupil Progress	17	28	37	23	37	39	37	218
14. Parent Teacher Relations	12	39	8	2	5	4	5	75
15. Staff Relations	5	7	4	22	5	4	4	51
16. Record Keeping and Clerical Tasks	92	40	18	28	13	29	26	246
17. Out-of-Class Duties	16	14	22	21	8	1	12	94
18. Morale	16	12	30	12	7	14	6	97
19. Self-Evaluation	15	13	36	33	5	10	14	126
20. Professional Attitude	6	15	4	29	11	8	5	78
Total:	2.052	1.778	1.607	2.528	1.555	1.478	993	11.991

Table XVI converts the data into per cent form in order to discern patterns more easily. An examination of the per cent of total help given each month reveals much the same pattern of decremental help which appears in the previous table. The per cent of total help given drops from approximately seventeen per cent in October and approximately fifteen per cent in November, to approximately twelve per cent in March and eight per cent in April. A significant decrement was noted in the following categories: classroom management, discipline, providing for group activities, pupil adjustment, formal guidance procedures, instructional aids, teacher made materials, parent teacher relations, record keeping and clerical tasks, and morale. A significant increment was noted in evaluating pupil progress.

TABLE XVI

Per Cent of Instances in Which Help Was Extended to Experimental Teachers, As Reported by 17 Teacher-Training Consultants (by Category)

Nature of Help Given	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Classroom Management*	32.06	16.72	14.60	14.71	9.21	8.89	3.81	100.00
2. Discipline*	28.31	12.78	15.98	14.16	11.42	15.98	1.37	100.00
3. Planning	19.60	10.36	9.13	17.37	15.59	16.04	11.91	100.00
4. Subject Matter	10.91	14.39	12.02	26.32	15.06	12.96	8.34	100.00
5. General Methodology of Teaching	13.25	14.14	15.75	23.15	13.38	12.27	8.06	100.00
6. Providing for Group Activities*	19.63	19.02	12.58	16.26	13.80	11.96	6.75	100.00
7. Providing for Individual Differences	22.88	12.23	8.15	16.93	13.79	12.23	13.79	100.00
8. Pupil Adjustment*	17.48	13.82	12.20	11.79	18.70	19.51	6.50	100.00
9. Formal Guidance Procedures*	28.81	18.65	8.47	13.56	8.47	10.17	11.87	100.00
10. Instructional Aids*	20.31	19.45	11.69	19.80	10.15	10.84	7.76	100.00
11. Teacher Made Materials*	34.21	16.12	11.18	14.47	9.87	9.54	4.61	100.00
12. School and Community Resources	9.25	7.12	11.39	31.32	16.37	12.45	12.10	100.00
13. Evaluating Pupil Progress*	7.80	12.85	16.97	10.55	16.97	17.89	16.97	100.00
14. Parent Teacher Relations*	16.00	52.00	10.66	2.67	6.67	5.33	6.67	100.00
15. Staff Relations	9.81	13.73	7.84	43.14	9.80	7.84	7.84	100.00
16. Record Keeping and Clerical Tasks*	37.40	16.26	7.32	11.38	5.28	11.79	10.57	100.00
17. Out-of-Class Duties	17.02	14.89	23.41	22.34	8.51	1.06	12.77	100.00
18. Morale*	16.49	12.37	30.93	12.37	7.22	14.43	6.19	100.00
19. Self-Evaluation	11.90	10.32	28.57	26.19	3.97	7.94	11.11	100.00
20. Professional Attitude	7.69	19.23	5.13	37.18	14.10	10.26	6.41	100.00
Per Cent of Total:	17.11	14.83	13.40	21.08	12.97	12.33	8.28	100.00

* Difference between October and April significant at .05 level

This data is treated in still another way in order to give a clearer picture of the relative weight or importance given to each of the categories during each month. Table XVII presents the data in per cent form using the month as a base. For each month, and for the year as a whole, the category of general methodology of teaching received the greatest amount of attention. Subject matter was second in rank; instructional aids, third; classroom management, fourth; and planning, fifth.

Those categories which received relatively little attention, less than five per cent, were: discipline, providing for group activities, providing for individual differences, pupil adjustment, formal guidance procedures, teacher made materials, school and community resources, evaluating pupil progress, parent teacher relations, staff relations, record keeping and clerical tasks, out-of-class duties, morale, self-evaluation, and professional attitude.

This table provides a check on the reports made by experimental teachers which is summarized in Table VI. A comparison of these tables reveals that the teachers and consultants agree in the selection of the five categories which received the most attention and the fifteen categories which received relatively little attention, less than five per cent during the school year.

TABLE XVII

Per Cent of Instances in Which Help Was Extended to Experimental Teachers, As Reported by 17 Teacher-Training Consultants (by Month)

Nature of Help Given	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Total
1. Classroom Management	14.77	8.89	8.59	5.50	5.60	5.68	3.63	7.88
2. Discipline	3.02	1.57	2.18	1.23	1.61	2.37	.30	1.83
3. Planning	8.58	5.23	5.10	6.17	9.00	9.74	10.78	7.49
4. Subject Matter	13.45	20.47	18.92	26.34	24.50	22.19	21.25	21.10
5. General Methodology of Teaching	23.93	29.47	36.34	33.94	31.89	30.78	30.11	30.91
6. Providing for Group Activities	3.12	3.49	2.55	2.10	2.89	2.64	2.22	2.72
7. Providing for individual Differences	3.56	2.19	1.62	2.14	2.83	2.64	4.43	2.66
8. Pupil Adjustment	2.09	1.91	1.87	1.15	2.96	3.25	1.61	2.05
9. Formal Guidance Procedures	.83	.62	.31	.32	.32	.41	.71	.49
10. Instructional Aids	11.60	12.82	8.52	9.18	7.65	8.59	9.16	9.77
11. Teacher Made Materials	5.07	2.76	2.11	1.74	1.93	1.96	1.41	2.54
12. School and Community Resources	1.27	1.13	1.99	3.48	2.96	2.37	3.42	2.34
13. Evaluating Pupil Progress	.83	1.58	2.30	.91	2.38	2.64	3.73	1.82
14. Parent Teacher Relations	.58	2.19	.50	.08	.32	.27	.50	.63
15. Staff Relations	.24	.39	.25	.87	.32	.27	.40	.43
16. Record Keeping and Clerical Tasks	4.48	2.25	1.12	1.11	.84	1.96	2.62	2.05
17. Out-of-Class Duties	.78	.79	1.37	.83	.52	.07	1.21	.78
18. Morale	.78	.68	1.87	.47	.45	.95	.60	.81
19. Self-Evaluation	.73	.73	2.24	1.30	.32	.68	1.41	1.05
20. Professional Attitude	.29	.84	.25	1.14	.71	.54	.50	.65
Total:	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00

Table XVIII summarizes the help given to experimental teachers by consultants by category in rank order for each month, and the average rank order of the categories for the year. It parallels Table XI which presents this data as reported by the experimental teachers. A comparison of the two tables reveals that teachers and consultants are in agreement in eighteen out of twenty categories, or ninety per cent (90%) of the time. Both groups report the same categories in ranks one through five. They were: general methodology of teaching, subject matter, instructional aids, planning, and classroom management. Other categories in which close agreement was reported, less than four ranks apart, were: providing for group activities, providing for individual differences, pupil adjustment, formal guidance procedures, teacher made materials, evaluating pupil progress, parent teacher relations, staff relations, record keeping and clerical tasks, out-of-class duties, morale, self-evaluation, and professional attitude. The two categories in which we find major differences of opinion, four or more ranks apart, were: discipline, and school and community resources.

The close agreement between Tables XVIII and XI is meaningful, since it provides a check on the objectivity and reliability of teacher reports of help received and consultant reports of help given.

TABLE XVIII

Rank Order of Help Extended to 120 Experimental Teachers,
As Reported by 17 Teacher-Training Consultants

Nature of Help Given	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	Average Rank Order
1. Classroom Management	2	4	3	5	5	5	7	5
2. Discipline	10	12	9	11	12	10	20	13
3. Planning	5	5	5	4	3	3	3	4
4. Subject Matter	3	2	2	2	2	2	2	2
5. General Methodology of Teaching	1	1	1	1	1	1	1	1
6. Providing for Group Activities	9	6	6	8	8	7	10	6
7. Providing for Individual Differences	8	9	14	7	9	8	5	7
8. Pupil Adjustment	11	11	12	12	6	6	11	9.5
9. Formal Guidance Procedures	14	19	18	19	17	17	15	18.5
10. Instructional Aids	4	3	4	3	4	4	4	3
11. Teacher Made Materials	6	7	10	9	11	12	12	8
12. School and Community Resources	12	14	11	6	7	11	8	9.5
13. Evaluating Pupil Progress	13	13	7	15	10	9	6	11
14. Parent Teacher Relations	18	10	17	20	18	18	18	18.5
15. Staff Relations	20	20	19	16	19	19	19	20
16. Record Keeping and Clerical Tasks	7	8	16	14	13	13	9	12
17. Out-of-Class Duties	16	16	15	17	15	20	14	16
18. Morale	15	18	13	18	16	14	16	15
19. Self-Evaluation	17	17	8	10	20	15	13	14
20. Professional Attitude	19	15	20	13	14	16	17	17

CHAPTER V

COMPARATIVE EVALUATIONS OF SERVICES PROVIDED FOR NEWLY APPOINTED TEACHERS

A. INTRODUCTION

In many school systems it is accepted practice for principals to rate the performance of teachers at the end of each school year. These appraisals may be informal, or they may entail the use of a comprehensive rating scale, in which many traits are described and accorded varied weights. Although it is commonly accepted that self-evaluation constitutes a primary function in the process of self-improvement, only rarely are teachers asked to rate themselves. Still more uncommon is the school situation in which a principal is requested to undertake a formal self-evaluation, or one in which teachers are asked to rate their principals.

A study of self-evaluations and cross-evaluations made by Justman and McClelland,[34] indicates that in most instances where appraisal is undertaken, a principal will be asked to indicate those areas in which a given teacher is weak, but he will rarely be requested to appraise how much help he gave to that teacher. The teacher, on the other hand, will seldom be asked to indicate in what areas he is most in need of help, nor will he be called upon to evaluate the degree to which he received assistance from his principal. The approach utilized in the present study, however, makes use of self-ratings and ratings of one another made by principals, consultants, and teachers.

The data reported on the "logs" submitted by the teachers, which were summarized in Chapter IV, may be looked upon as descriptions of behavior. The data reported in this chapter, on the other hand, are evaluative in character, in that they must be considered interpretations of recognized behavior, rather than mere descriptions of such behavior.

In order to assess the effectiveness of the experimental program, the experimental and control teachers, their respective principals, and the teacher-training consultants, were asked to complete an evaluation form, arranged as a rating scale, which defined twenty aspects of the teaching process: (1) Classroom Management, (2) Discipline, (3) Planning, (4) Subject Matter, (5) General Methodology of Teaching, (6) Providing for Group Activity, (7) Providing for Individual Differences, (8) Pupil Adjustment, (9) Formal Guidance Procedures, (10) Instructional Aids, (11) Teacher Made Materials,

---

[34] Joseph Justman and Samuel D. McClelland, A Comparison of Self-Ratings and Ratings of Each Other Made by Beginning Teachers and Principals, Board of Education of the City of New York, Bureau of Educational Program Research and Statistics, Publication No. 139. January 1959.

(12) School and Community Resources, (13) Evaluating Pupil Progress, (14) Parent Teacher Relations, (15) Staff Relations, (16) Record Keeping and Clerical Tasks, (17) Out-of-Class Duties, (18) Morale, (19) Self-Evaluation, (20) Professional Attitude.

Teachers were asked to indicate the amount of help they felt they needed in each of the areas at the beginning and end of the school year. In the same manner, principals and consultants were asked to evaluate the teachers' need for help at the beginning and end of the school year. All respondents used the following numerical values for assigning ratings:

0 - no help at all
1 - very little help
2 - moderate help
3 - great help
4 - very great help

It is conceivable that the school situation might have been such that the principal and his assistants were able to give very little help to a teacher who needed considerable assistance. Accordingly, the principals and the consultants were asked to indicate the amount of help that was actually given to the individual in question, using the same rating scheme. The teachers, too, were asked to indicate the amount of help which they received. It was felt that this two-fold approach would permit not only an over-all judgment of the program's effectiveness, but would give an indication of the extent to which such help was provided.

The interpretation of data derived from rating scales must be approached with caution, since the motivation and mind set of the individual rater may be open to question. Were the raters motivated to report with objective candor, or were they even unconsciously biased? In order to assuage such questions, the items to be rated on the evaluation form were carefully specified and the raters were assured that all reports would be kept confidential.

It must be emphasized that ratings that are assigned in this fashion constitute more than a mere descriptive process; such ratings represent judgments about behavior. Furst[35] has indicated that in evaluating the performance of a complex sequence of actions, such as teaching, it is often necessary to utilize some type of rating scale as a means of arriving at a summary interpretation of that performance. Such judgmental ratings are usually necessary when an answer is sought to one or both of the following questions: To what degree was a particular characteristic shown?; How good was the performance? Data which are gathered through the use of numerical ratings should be looked upon as measurements that go beyond simple quantification of behavior; rather, they carry with them evaluative aspects.

B. THE FINDINGS

As a first step in the analysis of the data reported on the evaluation forms, the self-evaluations of mean growth reported by paired experimental and control teachers were compared. These data are summarized in Table XIX, which also presents the results of analysing differences between experimental and control teachers in mean growth for statistical significance.

---

[35] Edward J. Furst, Constructing Evaluation Instruments, pp. 140-142.

The data reveal that experimental teachers evaluate themselves as having grown significantly more than control teachers in more than half of the categories to which attention was directed. The specific categories in which the experimental teachers reported greater mean growth were: (3) Planning, (4) Subject Matter, (5) General Methodology of Teaching, (6) Providing for Individual Differences, (9) Formal Guidance Procedures, (11) Teacher Made Materials, (12) School and Community Resources, (13) Evaluating Pupil Progress. If these self-evaluations may be looked upon as reflections of the teachers' self-image, the indications are that the experimental teachers express more confidence in their abilities to function well in these particular categories than do the control teachers.

TABLE XIX

Mean Growth and Significance of Difference of Mean Growth, as Reported by Experimental and Control Teachers in each of Seventeen Categories

Category	Group	N	Mean Growth	D	SDd	t
1	Exp.	120	1.43			
	Cont.	120	1.26	.17	1.17	1.633
2	Exp.	120	1.11			
	Cont.	120	1.18	- .07	1.16	- .706
3	Exp.	120	1.28			
	Cont.	120	.95	.33	1.03	3.470 *
4	Exp.	120	1.03			
	Cont.	120	.77	.26	1.05	2.688 *
5	Exp.	120	1.09			
	Cont.	120	.84	.25	.93	2.935 *
6	Exp.	120	.89			
	Cont.	120	.71	.18	1.09	1.846
7	Exp.	120	1.12			
	Cont.	120	.87	.25	1.16	2.353 **
8	Exp.	120	.96			
	Cont.	120	.83	.13	1.04	1.404
9	Exp.	120	.99			
	Cont.	120	.77	.22	1.14	2.079 **
10	Exp.	120	1.28			
	Cont.	120	1.16	.12	1.39	.914
11	Exp.	120	1.07			
	Cont.	120	.84	.23	1.20	2.126 **
12	Exp.	120	.96			
	Cont.	120	.73	.23	1.17	2.103 **
13	Exp.	120	1.07			
	Cont.	120	.78	.29	1.15	2.777 *
14	Exp.	120	.93			
	Cont.	120	.95	- .02	1.23	- .148
15	Exp.	120	.67			
	Cont.	120	.81	- .14	1.15	- 1.349
16	Exp.	120	1.36			
	Cont.	120	1.37	- .01	1.40	- .065
17	Exp.	120	.98			
	Cont.	120	1.12	- .14	1.37	- 1.134

* Significant at .01 level
** Significant at .05 level

The data presented in Table XIX dealt with experimental and control teachers' evaluations of their own mean growth; it is also of interest to compare the principals' evaluations of the mean growth shown by the teachers. This comparison is presented in Table XX.

Although the ratings of experimental teachers by their principals were higher than those assigned to control teachers by their principals in eighteen of the twenty categories, mean differences in the two sets of ratings tended to be small. A statistically significant difference in ratings appeared on only three of the categories: (1) Classroom Management, (4) Subject Matter, and (19) Self-Evaluation. In these three areas, the experimental teachers were adjudged to have made greater growth than the control teachers.

TABLE XX

Mean Growth and Significance of Difference of Mean Growth of Teachers, as Reported by Experimental and Control Principals in each of Twenty Categories

Category	Group	N	Mean Growth	D	SDd	t
1	Exp.	120	1.25			
	Cont.	120	1.02	.23	1.00	2.455 **
2	Exp.	120	1.01			
	Cont.	120	.98	.03	1.00	.365
3	Exp.	120	1.13			
	Cont.	120	1.01	.12	.92	1.397
4	Exp.	120	.89			
	Cont.	120	.72	.17	.85	2.148 **
5	Exp.	120	.94			
	Cont.	120	.80	.14	.93	1.662
6	Exp.	120	.85			
	Cont.	120	.79	.06	.93	.684
7	Exp.	120	.98			
	Cont.	120	.90	.08	.94	.873
8	Exp.	120	.92			
	Cont.	120	.89	.03	.98	.371
9	Exp.	120	.89			
	Cont.	120	.90	- .01	1.00	- .091
10	Exp.	120	1.07			
	Cont.	120	.98	.09	1.06	.950
11	Exp.	120	1.02			
	Cont.	120	.94	.08	1.13	.729
12	Exp.	120	.93			
	Cont.	120	.80	.13	.99	1.386
13	Exp.	120	.93			
	Cont.	120	.85	.08	.95	.957
14	Exp.	120	.93			
	Cont.	120	.81	.12	1.02	1.255
15	Exp.	120	.71			
	Cont.	120	.72	- .01	1.04	- .088
16	Exp.	120	1.23			
	Cont.	120	1.10	.13	1.15	1.273
17	Exp.	120	.98			
	Cont.	120	.97	.01	1.11	.082
18	Exp.	120	.97			
	Cont.	120	.88	.09	1.20	.833
19	Exp.	120	.83			
	Cont.	120	.66	.17	.97	1.973 **
20	Exp.	120	.68			
	Cont.	120	.61	.07	.98	.744

* Significant at .01 level
** Significant at .05 level

The analysis to this point has indicated that experimental teachers develop a more positive image of themselves than control teachers, and that principals tend to assign slightly higher ratings, indicating greater growth, to the experimental teachers.

While it is peripheral to the main line of investigation, it is of interest to compare the experimental and control teachers' self-evaluations of mean growth with their respective principals' evaluations of them. These comparisons are presented, for experimental and control teachers, in Tables XXI and XXII, respectively.

In general, marked agreement is noted between the teachers' self-evaluations and their principals' evaluations of them. In the case of the experimental teachers, a significant difference in teachers' self-evaluations and principals' evaluations appeared in only one category: (10) Instructional Aids; in the case of the control teachers, in only three categories: (1) Classroom Management, (2) Discipline, and (16) Record Keeping and Clerical Tasks. In all of these instances, the teachers tended to assign a higher rating to themselves than did their principals.

These findings may be stated in a somewhat different fashion: the self-evaluations made by the experimental teachers were in concordance with their principals' evaluations of them in ninety-four per cent of the categories in which ratings were made; in the case of control teachers, concordance was noted in eighty-two per cent of the categories.

TABLE XXI

Mean Growth and Significance of Difference of Mean Growth of Experimental Teachers, as Reported by Teachers and Principals in Each of Seventeen Categories

Category	Group	N	Mean Growth	D	SDd	t
1	Tchr.	120	1.43			
	Prin.	120	1.25	.18	1.10	1.833
2	Tchr.	120	1.11			
	Prin.	120	1.02	.09	1.06	.950
3	Tchr.	120	1.28			
	Prin.	120	1.13	.15	.93	1.771
4	Tchr.	120	1.03			
	Prin.	120	.89	.14	.89	1.729
5	Tchr.	120	1.09			
	Prin.	120	.94	.15	.93	1.771
6	Tchr.	120	.89			
	Prin.	120	.85	.04	.93	.492
7	Tchr.	120	1.12			
	Prin.	120	.98	.14	1.02	1.522
8	Tchr.	120	.96			
	Prin.	120	.93	.03	1.00	.365
9	Tchr.	120	.99			
	Prin.	120	.89	.10	.99	1.110
10	Tchr.	120	1.28			
	Prin.	120	1.07	.21	1.11	2.056**
11	Tchr.	120	1.08			
	Prin.	120	1.02	.06	1.08	.590
12	Tchr.	120	.96			
	Prin.	120	.93	.03	1.07	.340
13	Tchr.	120	1.07			
	Prin.	120	.93	.14	.96	1.616
14	Tchr.	120	.93			
	Prin.	120	.92	.01	1.02	.089
15	Tchr.	120	.67			
	Prin.	120	.71	- .04	.99	- .462
16	Tchr.	120	1.36			
	Prin.	120	1.23	.13	1.22	1.121
17	Tchr.	120	.98			
	Prin.	120	.98	.00	1.28	.000

*Significant at .01 level
**Significant at .05 level

TABLE XXII

Mean Growth and Significance of Difference of Mean Growth of Control Teachers, as Reported by Teachers and Principals in Each of Seventeen Categories

Category	Group	N	Mean Growth	D	SDd	t
1	Tchr.	120	1.26			
	Prin.	120	1.03	.23	1.00	2.562**
2	Tchr.	120	1.18			
	Prin.	120	.98	.20	1.05	2.095**
3	Tchr.	120	.95			
	Prin.	120	1.01	- .06	1.04	- .612
4	Tchr.	120	.78			
	Prin.	120	.73	.05	.87	.627
5	Tchr.	120	.84			
	Prin.	120	.80	.04	.87	.524
6	Tchr.	120	.71			
	Prin.	120	.79	- .08	1.01	- .901
7	Tchr.	120	.87			
	Prin.	120	.90	- .03	1.06	- .345
8	Tchr.	120	.82			
	Prin.	120	.89	- .07	1.01	- .725
9	Tchr.	120	.77			
	Prin.	120	.90	- .13	.99	- 1.386
10	Tchr.	120	1.16			
	Prin.	120	.98	.18	1.27	1.579
11	Tchr.	120	.84			
	Prin.	120	.94	- .10	1.07	- 1.026
12	Tchr.	120	.73			
	Prin.	120	.80	- .07	1.07	- .682
13	Tchr.	120	.78			
	Prin.	120	.85	- .07	.90	- .810
14	Tchr.	120	.95			
	Prin.	120	.81	.14	1.17	1.325
15	Tchr.	120	.81			
	Prin.	120	.72	.09	1.19	.843
16	Tchr.	120	1.37			
	Prin.	120	1.10	.27	1.07	2.729*
17	Tchr.	120	1.13			
	Prin.	120	.98	.15	1.19	1.383

*Significant at .01 level
**Significant at .05 level

In the experimental schools, the presence of a teacher-training consultant afforded an opportunity for the development of several additional comparisons. In Table XXIII, the self-evaluations made by the experimental teachers are contrasted with the evaluations made of them by the teacher-training consultants.

The teachers rated themselves significantly higher than did the consultants in the following six categories: (1) Classroom Management, (9) Formal Guidance Procedures, (12) School and Community Resources, (14) Parent Teacher Relations, (16) Record Keeping and Clerical Tasks, and (17) Out-of-Class Duties. The evaluations were, however, much the same in approximately sixty-five per cent of the categories in which ratings were made.

It is evident, from a comparison of the data presented in Tables XXI and XXIII, that there is greater agreement between experimental teachers' and principals' evaluations of growth than between experimental teachers' and consultants' evaluations. A more refined comparison is presented in Table XXIV, which compares the evaluations of growth shown by the experimental teachers as seen by their principals and by the consultants.

Table XXIII

Mean Growth and Significance of Difference of Mean Growth of Experimental Teachers, as Reported by Teachers and Consultants in Each of Seventeen Categories

Category	Group	N	Mean Growth	D	SDd	t
1	Tchr.	120	1.43			
	Cons.	120	1.22	.21	1.08	2.114**
2	Tchr.	120	1.11			
	Cons.	120	1.17	- .06	.99	- .648
3	Tchr.	120	1.28			
	Cons.	120	1.12	.16	1.02	1.706
4	Tchr.	120	1.03			
	Cons.	120	1.06	- .03	.98	- .371
5	Tchr.	120	1.09			
	Cons.	120	1.21	- .12	1.03	- 1.235
6	Tchr.	120	.89			
	Cons.	120	.97	- .08	.97	- .940
7	Tchr.	120	1.12			
	Cons.	120	1.00	.12	1.10	1.165
8	Tchr.	120	.96			
	Cons.	120	.94	.02	1.04	.175
9	Tchr.	120	.99			
	Cons.	120	.79	.20	1.04	2.112**
10	Tchr.	120	1.28			
	Cons.	120	1.09	.19	1.07	1.967
11	Tchr.	120	1.07			
	Cons.	120	1.18	- .11	1.13	- 1.049
12	Tchr.	120	.96			
	Cons.	120	.73	.23	1.06	2.325**
13	Tchr.	120	1.08			
	Cons.	120	.93	.15	1.02	1.608
14	Tchr.	120	.93			
	Cons.	120	.66	.27	1.07	2.810*
15	Tchr.	120	.67			
	Cons.	120	.68	- .01	1.11	- .082
16	Tchr.	120	1.36			
	Cons.	120	.88	.48	1.26	4.208*
17	Tchr.	120	.98			
	Cons.	120	.36	.62	1.19	5.669*

*Significant at .01 level
**Significant at .05 level

TABLE XXIV

Mean Growth and Significance of Difference of Mean Growth of Experimental Teachers, as Reported by Principals and Consultants in each of Twenty Categories

Category	Group	N	Mean Growth	D	SDd	t
1	Prin.	120	1.25			
	Cons.	120	1.22	.03	1.10	.249
2	Prin.	120	1.02			
	Cons.	120	1.17	- .15	1.00	- 1.648
3	Prin.	120	1.13			
	Cons.	120	1.12	.01	.87	.104
4	Prin.	120	.89			
	Cons.	120	1.07	- .18	.90	- 2.129 **
5	Prin.	120	.94			
	Cons.	120	1.21	- .27	.99	- 2.952 *
6	Prin.	120	.85			
	Cons.	120	.98	- .13	1.05	- 1.300
7	Prin.	120	.98			
	Cons.	120	1.00	- .02	.99	- .277
8	Prin.	120	.92			
	Cons.	120	.94	- .02	1.10	- .166
9	Prin.	120	.89			
	Cons.	120	.79	.10	1.06	1.034
10	Prin.	120	1.07			
	Cons.	120	1.09	- .02	.98	- .187
11	Prin.	120	1.02			
	Cons.	120	1.18	- .16	1.06	- 1.723
12	Prin.	120	.92			
	Cons.	120	.73	.19	.99	2.130 **
13	Prin.	120	.93			
	Cons.	120	.92	.01	.99	.092
14	Prin.	120	.93			
	Cons.	120	.66	.27	.99	2.952 *
15	Prin.	120	.71			
	Cons.	120	.68	.03	1.07	.340
16	Prin.	120	1.23			
	Cons.	120	.87	.36	1.09	3.588 *
17	Prin.	120	.98			
	Cons.	120	.37	.61	1.00	6.744 *
18	Prin.	120	.98			
	Cons.	120	1.10	- .12	.90	- 1.522
19	Prin.	120	.83			
	Cons.	120	.92	- .09	.98	- 1.021
20	Prin.	120	.68			
	Cons.	120	.47	.21	.97	2.343 *

* Significant at .01 level
** Significant at .05 level

The principals rated the teachers significantly higher than did the consultants in five of the twenty categories: (12) School and Community Resources, (14) Parent Teacher Relations, (16) Record Keeping and Clerical Tasks, (17) Out-of-Class Duties, (20) Professional Attitude.

On the other hand, consultants rated the teachers significantly higher than did principals in (4) Subject Matter and (5) General Methodology of Teaching. Agreement was noted in thirteen (sixty-five per cent) of the categories.

In addition to providing a means of assessing growth as seen by the teachers, principals, and consultants, the evaluation forms, it will be remembered, made it possible to consider the amount of help received by and given to the teachers. While the directions on the evaluation form completed by the teachers requested them to indicate the amount of help received, it is well to point out again that their responses took the form of a numerical rating and, as such, go beyond simple quantification, in that a value judgment is implicit in the numerical response.[36] The question, "How much help did I receive?" becomes, in effect, "How valuable to me was the help which I received?" A similar interpretation is applicable to the responses to the evaluation forms that were made by the principals and by the teacher-training consultants.

Bearing in mind the interpretation that should be placed upon the ratings made, Table XXV compares the amount of help that experimental and control teachers reported having received from their principals during the course of the school year. It should be noted that the experimental teachers were specifically asked not to report the amount of help received from consultants at this point.

In general, the responses of the experimental and control teachers were very similar. In none of the seventeen categories did the mean differences between the two groups of respondents reach a statistically significant level.

---

36. Edward J. Furst, Constructing Evaluation Instruments, pp. 140-142.

TABLE XXV

Mean Help Received and Significance of Difference of Mean Help Received from Principal and Staff, as Reported by Experimental and Control Teachers in Each of Seventeen Categories

Categories	Group	N	Mean Help	D	SDd	t
1	Exp.	120	1.80			
	Cont.	120	1.73	.07	1.54	.473
2	Exp.	120	1.67			
	Cont.	120	1.70	- .03	1.44	- .253
3	Exp.	120	1.78			
	Cont.	120	1.75	.03	1.45	.189
4	Exp.	120	1.69			
	Cont.	120	1.76	- .07	1.49	- .488
5	Exp.	120	1.52			
	Cont.	120	1.54	- .02	1.53	- .178
6	Exp.	120	1.09			
	Cont.	120	1.02	.07	1.48	.551
7	Exp.	120	1.27			
	Cont.	120	1.21	.06	1.35	.471
8	Exp.	120	1.34			
	Cont.	120	1.34	.00	1.64	.000
9	Exp.	120	1.52			
	Cont.	120	1.46	.06	1.39	.457
10	Exp.	120	1.90			
	Cont.	120	1.79	.11	1.65	.715
11	Exp.	120	1.12			
	Cont.	120	1.35	- .23	1.57	- 1.616
12	Exp.	120	1.26			
	Cont.	120	1.24	.02	1.49	.122
13	Exp.	120	1.42			
	Cont.	120	1.34	.08	1.35	.675
14	Exp.	120	1.55			
	Cont.	120	1.58	- .03	1.49	- .243
15	Exp.	120	1.37			
	Cont.	120	1.66	- .29	1.66	- 1.922
16	Exp.	120	1.95			
	Cont.	120	2.06	- .11	1.76	- .671
17	Exp.	120	1.33			
	Cont.	120	1.51	- .18	1.69	- 1.185

*Significant at .01 level
**Significant at .05 level

Table XXVI compares the amount of help which principals reported they gave to experimental and control teachers. Here, too, no significant difference appears in the amount of help given to either group of teachers in any of the categories. It is of interest to note that these data, which summarize the evaluations made by principals, support the evaluations made by the teachers as reported in Table XXV. From the point of view of both teacher and principal, there was no significant difference in the help given to or received by experimental and control teachers from their respective principals.

TABLE XXVI

Mean Help Extended and Significance of Difference of Mean Help Extended to Experimental and Control Teachers, as Reported by Experimental and Control Principals in each of Twenty Categories

Category	Group	N	Mean Help	D	SDd	t
1	Exp.	120	2.42			
	Cont.	120	2.45	- .03	1.32	- .276
2	Exp.	120	2.28			
	Cont.	120	2.41	- .13	1.45	- .943
3	Exp.	120	2.35			
	Cont.	120	2.41	- .06	1.40	- .455
4	Exp.	120	2.13			
	Cont.	120	2.03	.10	1.42	.770
5	Exp.	120	2.33			
	Cont.	120	2.28	.05	1.25	.510
6	Exp.	120	1.89			
	Cont.	120	2.12	- .23	1.28	- 1.916
7	Exp.	120	1.99			
	Cont.	120	2.21	- .22	1.26	- 1.876
8	Exp.	120	2.17			
	Cont.	120	2.22	- .05	1.40	- .389
9	Exp.	120	2.07			
	Cont.	120	2.10	- .03	1.48	- .258
10	Exp.	120	2.13			
	Cont.	120	2.22	- .09	1.33	- .752
11	Exp.	120	1.82			
	Cont.	120	1.98	- .16	1.40	- 1.300
12	Exp.	120	1.78			
	Cont.	120	1.88	- .10	1.34	- .815
13	Exp.	120	1.98			
	Cont.	120	2.11	- .13	1.35	- 1.009
14	Exp.	120	1.98			
	Cont.	120	1.94	- .04	1.38	.262
15	Exp.	120	1.74			
	Cont.	120	1.56	.18	1.50	1.333
16	Exp.	120	2.19			
	Cont.	120	2.25	- .06	1.46	- .435
17	Exp.	120	1.69			
	Cont.	120	1.86	- .17	1.44	- 1.263
18	Exp.	120	2.01			
	Cont.	120	1.85	.16	1.69	1.020
19	Exp.	120	1.76			
	Cont.	120	1.80	- .04	1.52	- .298
20	Exp.	120	1.44			
	Cont.	120	1.59	- .15	1.53	- 1.073

* Significant at .01 level
** Significant at .05 level

This high degree of agreement is not maintained, however, when the amount of help which teachers report having received from their principals is compared with the amount of help which their principals report having extended to them. These comparisons are presented in Table XXVII for experimental teachers and in Table XXVIII for control teachers. In the case of both groups of teachers, the principals' report of amount of help given was significantly higher than the teachers' report of amount of help received in fifteen of the seventeen categories to which attention was directed.

TABLE XXVII

Mean Help Received and Significance of Difference of Mean Help Received by Experimental Teachers, as Reported by Teachers and Principals in Each of Seventeen Categories

Category	Group	N	Mean Help	D	SDd	t
1	Tchr.	120	1.80			
	Prin.	120	2.42	- .62	1.19	- 5.645*
2	Tchr.	120	1.67			
	Prin.	120	2.28	- .61	1.26	- 5.340*
3	Tchr.	120	1.78			
	Prin.	120	2.35	- .57	1.39	- 4.518*
4	Tchr.	120	1.69			
	Prin.	120	2.13	- .44	1.30	- 3.698*
5	Tchr.	120	1.52			
	Prin.	120	2.33	- .81	1.17	- 7.621*
6	Tchr.	120	1.09			
	Prin.	120	1.89	- .80	1.42	- 6.130*
7	Tchr.	120	1.27			
	Prin.	120	1.99	- .72	1.18	- 6.686*
8	Tchr.	120	1.34			
	Prin.	120	2.17	- .83	1.48	- 6.076*
9	Tchr.	120	1.52			
	Prin.	120	2.07	- .55	1.45	- 4.126*
10	Tchr.	120	1.90			
	Prin.	120	2.13	- .23	1.47	- 1.671
11	Tchr.	120	1.12			
	Prin.	120	1.82	- .70	1.36	- 5.599*
12	Tchr.	120	1.26			
	Prin.	120	1.78	- .52	1.37	- 4.174*
13	Tchr.	120	1.43			
	Prin.	120	1.98	- .55	1.40	- 4.365*
14	Tchr.	120	1.55			
	Prin.	120	1.98	- .43	1.31	- 3.544*
15	Tchr.	120	1.37			
	Prin.	120	1.74	- .37	1.61	- 2.545**
16	Tchr.	120	1.95			
	Prin.	120	2.19	- .24	1.66	- 1.589
17	Tchr.	120	1.33			
	Prin.	120	1.69	- .36	1.59	- 2.522**

*Significant at .01 level
**Significant at .05 level

TABLE XXVIII

Mean Help Received and Significance of Difference of Mean Help Received by Control Teachers, as Reported by Control Teachers and Principals in each of Seventeen Categories

Category	Group	N	Mean Help	D	SDd	t
1	Tchr.	120	1.73			
	Prin.	120	2.45	- .72	1.56	- 5.026 *
2	Tchr.	120	1.70			
	Prin.	120	2.40	- .70	1.57	- 4.913 *
3	Tchr.	120	1.75			
	Prin.	120	2.40	- .65	1.24	- 5.784 *
4	Tchr.	120	1.76			
	Prin.	120	2.03	- .27	1.52	- 1.978 **
5	Tchr.	120	1.54			
	Prin.	120	2.27	- .73	1.29	- 6.204 *
6	Tchr.	120	1.02			
	Prin.	120	2.12	-1.10	1.27	- 9.467 *
7	Tchr.	120	1.21			
	Prin.	120	2.21	-1.00	1.38	- 7.914 *
8	Tchr.	120	1.34			
	Prin.	120	2.22	- .88	1.37	- 6.969 *
9	Tchr.	120	1.46			
	Prin.	120	2.10	- .64	1.49	- 4.687 *
10	Tchr.	120	1.79			
	Prin.	120	2.22	- .43	1.64	- 2.833 *
11	Tchr.	120	1.35			
	Prin.	120	1.98	- .63	1.49	- 4.624 *
12	Tchr.	120	1.24			
	Prin.	120	1.88	- .64	1.35	- 5.174 *
13	Tchr.	120	1.34			
	Prin.	120	2.11	- .77	1.48	- 5.665 *
14	Tchr.	120	1.58			
	Prin.	120	1.94	- .36	1.52	- 2.570 **
15	Tchr.	120	1.66			
	Prin.	120	1.56	- .10	1.64	- .663
16	Tchr.	120	2.06			
	Prin.	120	2.25	- .19	1.61	- 1.295
17	Tchr.	120	1.51			
	Prin.	120	1.86	- .35	1.64	- 2.333 **

* Significant at .01 level
** Significant at .05 level

Table XXIX compares the amount of help which experimental teachers reported having received from consultants with the amount of help which consultants reported having extended to them. A significant difference appears between the ratings of help given, as reported by the consultant, and help received, as reported by the teacher, in twelve (approximately seventy per cent) of the seventeen categories.

TABLE XXIX

Mean Help Received and Significance of Difference of Mean Help Received from Consultants, as Reported by Experimental Teachers and Consultants in each of Seventeen Categories

Category	Group	N	Mean Help	D	SDd	t
1	Tchr.	120	1.88			
	Cons.	120	2.56	- .68	1.21	- 6.156 *
2	Tchr.	120	1.62			
	Cons.	120	2.39	- .77	1.38	- 6.148 *
3	Tchr.	120	2.31			
	Cons.	120	2.76	- .45	1.28	- 3.824 *
4	Tchr.	120	2.33			
	Cons.	120	2.70	- .37	1.28	- 3.130 *
5	Tchr.	120	2.39			
	Cons.	120	2.84	- .45	1.21	- 4.057 *
6	Tchr.	120	1.58			
	Cons.	120	2.04	- .46	1.59	- 3.153 *
7	Tchr.	120	1.79			
	Cons.	120	2.26	- .47	1.42	- 3.585 *
8	Tchr.	120	1.55			
	Cons.	120	2.20	- .65	1.60	- 4.446 *
9	Tchr.	120	1.15			
	Cons.	120	1.59	- .44	1.55	- 3.101 *
10	Tchr.	120	2.45			
	Cons.	120	2.42	.03	1.40	.259
11	Tchr.	120	2.18			
	Cons.	120	2.60	- .42	1.45	- 3.129 *
12	Tchr.	120	1.30			
	Cons.	120	1.22	.08	1.27	.716
13	Tchr.	120	1.39			
	Cons.	120	2.05	- .66	1.50	- 4.796 *
14	Tchr.	120	1.07			
	Cons.	120	1.41	- .34	1.37	- 2.721 *
15	Tchr.	120	1.14			
	Cons.	120	1.32	- .18	1.65	- 1.210
16	Tchr.	120	1.55			
	Cons.	120	1.68	- .13	1.47	- .988
17	Tchr.	120	.63			
	Cons.	120	.66	- .03	1.26	- .289

* Significant at .01 level
** Significant at .05 level

Tables XXVII, XXVIII, and XXIX, which compare the opinions of those persons receiving help with those persons giving the help appear to be consistent in this one respect: principals of experimental and control teachers and consultants report having extended significantly more help than the teachers report having received. This finding of difference in assessment confirms the results of other research in the same field. Palmer,[37] Bradfield,[38] and Wood[39] agree that supervisors tend to believe that more help is given than teachers feel they have received.

Here, too, it is of interest to compare the ratings given by the principals of experimental teachers and the teacher-training consultants. Table XXX contrasts the amount of help which principals reported having extended to their teachers with that which consultants reported having extended to the same teachers.

---

[37] Wayne R. Palmer, A Study of Existing and Desired Supervisory Services, Indianapolis Public Schools, Doctor's thesis, Indianapolis University, 1953.

[38] Luther E. Bradfield, The Extent to which Supervisory Practices in Selected Elementary Schools of Arkansas are Consistent with Generally Accepted Principles of Supervision, Doctor's thesis, Indianapolis University, 1933.

[39] Hugh Wood, In-Service Education of Teachers - an Evaluation, Doctor's thesis, University of Oregon, 1950.

TABLE XXX

Mean Help Extended to Experimental Teachers and Significance of Difference of Mean Help Extended, as Reported by Principals and Consultants in each of Twenty Categories

Category	Group	N	Mean Help	D	SDd	t
1	Prin.	120	2.41			
	Cons.	120	2.56	- .15	1.01	- 1.614
2	Prin.	120	2.28			
	Cons.	120	2.39	- .11	1.20	- .988
3	Prin.	120	2.35			
	Cons.	120	2.76	- .41	1.20	- 3.710 *
4	Prin.	120	2.13			
	Cons.	120	2.70	- .57	1.22	- 5.083 *
5	Prin.	120	2.33			
	Cons.	120	2.84	- .51	1.03	- 5.412 *
6	Prin.	120	1.89			
	Cons.	120	2.04	- .15	1.40	- 1.169
7	Prin.	120	1.99			
	Cons.	120	2.26	- .27	1.35	- 2.160 **
8	Prin.	120	2.17			
	Cons.	120	2.20	- .03	1.44	- .253
9	Prin.	120	2.07			
	Cons.	120	1.59	.48	1.63	3.183 *
10	Prin.	120	2.13			
	Cons.	120	2.42	- .29	1.39	- 2.284 **
11	Prin.	120	1.82			
	Cons.	120	2.60	- .78	1.30	- 6.580 *
12	Prin.	120	1.78			
	Cons.	120	1.22	.56	1.33	4.656 *
13	Prin.	120	1.98			
	Cons.	120	2.05	- .07	1.43	- .508
14	Prin.	120	1.98			
	Cons.	120	1.41	.57	1.21	5.112 *
15	Prin.	120	1.74			
	Cons.	120	1.32	.42	1.61	2.831 *
16	Prin.	120	2.19			
	Cons.	120	1.68	.51	1.42	3.905 *
17	Prin.	120	1.69			
	Cons.	120	.66	1.03	1.29	8.735 *
18	Prin.	120	2.01			
	Cons.	120	2.28	- .27	1.54	- 1.943
19	Prin.	120	1.76			
	Cons.	120	1.94	- .18	1.44	- 1.385
20	Prin.	120	1.44			
	Cons.	120	1.34	.10	1.41	.777

* Significant at .01 level
** Significant at .05 level

A statistically significant difference appears in twelve of the twenty categories in which ratings were assigned. Consultants reported having given significantly more help than principals in the following six categories: (3) Planning, (4) Subject Matter, (5) General Methodology of Teaching, (7) Providing for Individual Differences, (10) Instructional Aids, (11) Teacher Made Materials. Principals reported having given teachers significantly more help than consultants in the following six categories: (9) Formal Guidance Procedures, (12) School and Community Resources, (14) Parent Teacher Relations, (15) Staff Relations, (16) Record Keeping and Clerical Tasks, (17) Out-of-Class Duties.

An examination of Table IV, on page twenty-three, indicates that the six categories in which consultants reported having extended significantly more help to teachers, represent areas in which teachers report having received considerable help. Of the total number of 8,747 instances in which teachers reported help received, 6,638 (75.9%) were in these six categories. On the other hand, six categories in which principals reported having extended significantly more help to teachers than consultants, represent areas which were given relatively little attention. Thus, only 565 (6.5%) of the total number of instances in which teachers reported help received were in these six categories. The indications are then, that consultants provided significantly greater help in those areas which might be considered more central to the training program.

This impression is reinforced when ratings of help received from principals and consultants, as made by the experimental teachers, is compared (Table XXXI).

In this instance, a significant difference appears in thirteen of the seventeen categories on the evaluation form. Teachers reported having received significantly more help from consultants in the following eight categories: (3) Planning, (4) Subject Matter, (5) General Methodology of Teaching, (6) Providing for Group Activities, (7) Providing for Individual Differences, (8) Pupil Adjustment, (10) Instructional Aids, (11) Teacher Made Materials. Significantly greater help was received from their principals in the following five categories: (9) Formal Guidance Procedures, (14) Parent Teacher Relations, (15) Staff Relations, (16) Record Keeping and Clerical Tasks, (17) Out-of-Class Duties.

Further examination of Table IV, on page twenty-three, indicates that the eight categories in which teachers reported having received significantly more help from consultants, represent areas in which the teachers reported receiving considerable help. Of the total number of 8,747 instances in which they reported help received, 6,932 (79.2%) were in these eight categories. On the other hand, the five categories in which teachers reported having received significantly more help from principals than from consultants, represent areas which were given relatively little attention. Thus, only 432 (4.9%) of the total number of instances in which teachers reported help received were in these five categories.

TABLE XXXI

Mean Help Received and Significance of Difference of Mean Help Received from **Principals and Consultants, as Reported by Experimental** Teachers in each of Seventeen Categories

Category	Group	N	Mean Help	D	SDd	t
1	Prin.	120	1.80			
	Cons.	120	1.88	- .08	1.39	- .652
2	Prin.	120	1.66			
	Cons.	120	1.61	.05	1.28	.425
3	Prin.	120	1.77			
	Cons.	120	2.30	- .53	1.34	- 4.338 *
4	Prin.	120	1.69			
	Cons.	120	2.33	- .64	1.32	- 5.321 *
5	Prin.	120	1.52			
	Cons.	120	2.39	- .87	1.16	- 8.238 *
6	Prin.	120	1.09			
	Cons.	120	1.58	- .49	1.09	- 4.930 *
7	Prin.	120	1.27			
	Cons.	120	1.79	- .52	1.21	- 4.730 *
8	Prin.	120	1.34			
	Cons.	120	1.55	- .21	1.15	- 1.982 **
9	Prin.	120	1.52			
	Cons.	120	1.15	.37	1.24	3.231 *
10	Prin.	120	1.90			
	Cons.	120	2.45	- .55	1.44	- 4.176 *
11	Prin.	120	1.12			
	Cons.	120	2.18	-1.06	1.47	- 7.913 *
12	Prin.	120	1.26			
	Cons.	120	1.30	- .04	1.10	- .413
13	Prin.	120	1.42			
	Cons.	120	1.39	.03	1.30	.279
14	Prin.	120	1.55			
	Cons.	120	1.07	.48	1.35	3.912 *
15	Prin.	120	1.37			
	Cons.	120	1.14	.23	1.24	1.988 **
16	Prin.	120	1.95			
	Cons.	120	1.55	.40	1.56	2.793 *
17	Prin.	120	1.32			
	Cons.	120	.62	.70	1.09	6.990 *

* Significant at .01 level
** Significant at .05 level

A comparison of Table XXX with Table XXXI reveals that the three groups of persons involved - the experimental teachers, their principals, and the teacher-training consultants - conceptualize their respective roles in the school situation in much the same way. Table XXXI reveals that the categories in which teachers indicated receiving significantly more help from consultants than from their principals included all of the categories in which consultants felt they had given more help than the principals. The five categories in which teachers reported having received significantly more help from their principals than from the consultants included all of the categories in which principals felt they had given more help than the consultants. The high degree of agreement between the persons involved is meaningful because it provides a check on the objectivity and reliability of their evaluations.

The analysis, to this point, has presented a comparison of the experimental and control teachers' evaluations of the help received from their principals. In addition, attention has been directed to the experimental teachers' evaluations of the help received from their consultants.

In order to compare the total help which experimental teachers reported receiving with the total help which control teachers reported receiving, it would be necessary to combine the help received by experimental teachers from all personnel concerned (consultants and principals and staff), and to compare the resultant aggregate with the help received by control teachers (principals and staff). Because of the nature of rating scales, however, this type of comparison would not yield comparable data. In order to provide a more meaningful comparison, the average of the combined help that experimental teachers reported having received from their consultants and principals and staff was determined, and this average was compared with the total help the control teachers reported having received.* The results of this comparison are summarized in Table XXXII.

---

* It should be noted that this procedure, in effect, weights the data rather heavily in favor of the control group. In a sense, the amount of help reported by the experimental teachers has been halved, while that reported by the control teachers remains constant.

TABLE XXXII

Mean Help Received and Significance of Difference of Mean Help Received from the Average of the Combined Help from Consultants and Experimental Principals and Staff, and from the Control Principals and Staff, as Reported by Experimental and Control Teachers in each of Seventeen Categories

Category	Group	N	Mean Help	D	SDd	t
1	Exp.	120	1.84			
	Cont.	120	1.73	.11	1.39	.863
2	Exp.	120	1.64			
	Cont.	120	1.70	- .06	1.38	- .474
3	Exp.	120	2.04			
	Cont.	120	1.75	.29	1.34	2.362 **
4	Exp.	120	2.01			
	Cont.	120	1.76	.25	1.40	1.948
5	Exp.	120	1.95			
	Cont.	120	1.54	.41	1.37	3.264 *
6	Exp.	120	1.34			
	Cont.	120	1.02	.32	1.45	2.408 **
7	Exp.	120	1.53			
	Cont.	120	1.21	.32	1.32	2.645 *
8	Exp.	120	1.45			
	Cont.	120	1.34	.10	1.51	.722
9	Exp.	120	1.33			
	Cont.	120	1.46	- .13	1.33	- 1.066
10	Exp.	120	2.18			
	Cont.	120	1.79	.38	1.52	2.710 *
11	Exp.	120	1.65			
	Cont.	120	1.35	.30	1.46	2.242 **
12	Exp.	120	1.28			
	Cont.	120	1.24	.04	1.40	.312
13	Exp.	120	1.41			
	Cont.	120	1.34	.07	1.29	.592
14	Exp.	120	1.31			
	Cont.	120	1.58	- .28	1.43	- 2.136 **
15	Exp.	120	1.25			
	Cont.	120	1.66	- .40	1.70	- 2.567 **
16	Exp.	120	1.75			
	Cont.	120	2.06	- .31	1.79	- 1.852
17	Exp.	120	.98			
	Cont.	120	1.51	- .53	1.87	- 3.092 *

* Significant at .01 level
** Significant at .05 level

Table XXXII reveals significant differences in favor of the experimental group in the following six categories: (3) Planning, (5) General Methodology of Teaching, (6) Providing for Group Activities, (7) Providing for Individual Differences, (10) Instructional Aids, (11) Teacher Made Materials. On the other hand, significant differences in favor of the control group appear in only three categories: (14) Parent Teacher Relations, (15) Staff Relations, (17) Out-of-Class Duties.

It is important to evaluate these significant differences between the two groups of teachers in the light of the data that has been developed earlier in this discussion. Table XXV (on page sixty-three), indicates that no significant differences appeared between the two groups of teachers when the help which they received from their respective principals was considered. Table XXVI, (on page sixty-five) reaffirms this picture, since from the point of view of experimental and control principals, there were no significant differences in the help which they reported extending to their respective teachers.

With this in mind, it becomes apparent that the significant differences noted in Table XXXII become meaningful only when interpreted in terms of the role played by the consultants in the training of newly appointed teachers in experimental schools. It must be emphasized that 6,135 (70.1%) of the instances in which help was reported by experimental teachers emanated from teacher-training consultants (Table XIII, page thirty-nine). It is reasonable to assume, therefore, that the greater proportion of the help received by the experimental teachers in those categories in which statistically significant differences were noted in favor of the experimental group (three, five, six, seven, ten and eleven) came from consultants rather than from principals. It is also important to note that these categories accounted for 4,899 (56.0%) of all instances in which the experimental teachers reported having received help. On the other hand, the three categories (fourteen, fifteen, and seventeen) in which the differences were in favor of the control teacher, received attention in only 119 (2.0%) of the total number of instances in which experimental teachers reported having received help. The indications are, then, that the consultants' function in the school situation was such that their attention was focused upon the teaching-learning situation, while the principals directed attention to those categories ((14) Parent Teacher Relations, (15) Staff Relations, and (17) Out-of-Class Duties) which are primarily administrative in nature. It is evident that there are no reliable differences in the help provided by principals to either experimental or control teachers. When the mean help provided to experimental teachers by both principals and consultants is considered, however, the contributions made by the consultants give rise to a difference in favor of the experimental teachers and becomes easily discernible in the data.

CHAPTER VI

EXPRESSED ATTITUDES OF TEACHERS, PRINCIPALS, AND CONSULTANTS PARTICIPATING IN THE EXPERIMENTAL PROGRAM

A. INTRODUCTION

In an effort to develop some insights concerning those qualities of the experimental program which were less amenable to statistical analysis, the newly appointed teachers in the experimental schools, their principals, and the consultants were asked to react to three supplementary questions. They were directed to rely upon their own experiences in the program as the basis for their responses to the following questions:

1. What were the major strengths of the program?
2. What were the major weaknesses of the program?
3. If the program were to be continued in the future, what suggestions would you advance for its improvement?

This adjunctive portion of the evaluation form was returned by each of the one hundred and twenty teachers, forty principals, and seventeen consultants. Not all of the respondents availed themselves of the opportunity to react to each question. Many, however, wrote extensive replies. The responses to the three questions were collated and organized into major categories. A summary of the reactions to the first question is presented in Table XXXIII.

B. The Findings

1. Major Strengths of the Program

The one hundred and seventy-five respondents to the first question presented a total of nine hundred and four comments concerning the major strengths of the program. The forty principals made three hundred and one comments, or approximately seven (7.52) each; the seventeen consultants made one hundred and eight comments, approximately six (6.35) each; and the one hundred and eighteen teachers made four hundred and ninety-five comments, or approximately four (4.19) each.

In general, the comments elicited appear to form natural constellations around certain major aspects of the program. For example, delegation, delegation of responsibility (9), refers to administrative policy. Other comments point to the operational procedure of the program, and still others point to the results or end products of the program.

a. Administrative Areas

In the area of administration, the strength of the program most frequently expressed in sixty-four cases, was the judicious selection of the

TABLE XXXIII

The Major Strengths of the Program, as Cited by Principals, Teacher-Training Consultants, and Newly Appointed Teachers in the Experimental Schools

Nature of Strength Cited	Source of Citation			Total
	Principal	Consultant	Teacher	
1. The program improved practices in the teaching-learning situation	110	27	134	271
2. The program was continuous and flexible	24	15	76	115
3. The program met individual teacher needs	13	11	85	109
4. The program utilized a variety of in-service training procedures	34	14	56	104
5. The non-supervisory role of consultant encouraged good rapport with teachers	31	7	57	95
6. The program improved teacher morale	21	8	46	75
7. The consultants were selected judiciously	26	0	28	54
8. The program was cooperatively planned and evaluated	13	19	0	32
9. The program permitted administrative delegation of responsibility	18	2	3	23
10. The consultant provided liaison between administration and teachers	7	1	10	18
11. The consultants received orientation and training	4	4	0	8
Total:	301	108	495	904
12. No response	0	0	2	2

consultants. Principals described the consultants as master teachers, who were willing, capable, and anxious to be of assistance. "The trainer is in touch with many new ideas. She has a broader vision than the supervisor because of her varied experience in this area and because she observes in other schools and has the opportunity to see many desirable practices," wrote a principal. In addition, several principals indicated that their consultants were especially selected for their ability and long experience in the classrooms of elementary schools. As one principal said, "... Many supervisors come from other divisions of the school system and are not capable of providing direct assistance in methodology." Particular emphasis was placed upon the consultant's thorough knowledge of the community and her ability to translate for teachers certain community problems and their effect upon pupil behavior. "Outstandingly competent," was the comment of a principal who went on to praise the consultant's skill in establishing good interpersonal relations with both the supervisory staff and the teaching staff. Teachers, too, described consultants as capable, conscientious, experienced, resourceful, practical, warm, imaginative, sincere, and reliable persons.

Another administrative aspect cited as a major strength of the program by principals and consultants in thirty-two instances, was the cooperative planning and on-going evaluation of the program. Principals stated in various ways that the program was so planned as to avoid conflict among school supervisors, consultants, and other personnel. The consultant became a member of a working team to help improve instruction. "Our conferences were mutually profitable since I was able to operate more expeditiously with the teachers concerned," wrote a principal. Consultants stressed the importance of the joint planning for the organization of the program and the on-going conferences which evaluated current needs and delineated future goals. They described the cooperation and favorable attitude of the supervisory staff as the key to the success of the program.

Still another administrative aspect of the program, pointed to by the principals as a major strength, was the delegation of responsibility which the presence of the consultants afforded administrators. "Realistically, the administration was busy with a multiplicity of problems and could not possibly devote enough time to teacher training. The part-time teacher-training consultant stepped in and gave considerable help to these inexperienced teachers. She was a welcome addition to our staff," noted a principal. Other principals stressed the point that the program frees supervisors from certain of the tensions and pressures which exist when he knows that his new teachers urgently need much more help than he can possibly give them. This was especially true in a special service school which, as one principal put it, "... has many vexing and complex problems confronting the supervisor from morning to night." Certain of the responses in this general area were more specific. One principal, for example, stated that when he noted a particular need of a teacher during a short classroom visit and could not take the time to help, the consultant could and did. Another principal wrote, "... supervisory personnel were permitted to work with substitutes and other teachers who need help since new appointees were receiving excellent advice from teacher-training consultants." Still another principal noted that because the consultant conducted many of the workshops, the supervisors had the time and opportunity to evaluate classroom implementation of the suggestions which grew out of those workshops.

Seven principals remarked that the consultant provided liaison between the administration and the teachers. They described particular situations in which school policy was reinforced by the consultants. One principal wrote that the consultant was instrumental in further developing healthy attitudes toward supervision on the part of the entire staff.

There were eight specific references to the value of the orientation and training program for the consultants which was organized by the Division of Elementary Schools. One consultant maintained that she could not have functioned without it.

b. Procedural Areas

In the area of procedure, the strengths noted highlight those features of the program which made for improved practices in orientation and in-service training.

The continunity and flexibility of the program was cited as a major strength in one hundred and fifteen instances. Because the consultants' energies and resources were focused solely upon providing assistance for new appointees , and sequential developmental program could be organized and maintained. Since the consultants' duties were not fragmented, as one principal noted, the program was devoid of the "hit-or-miss" quality which may exist in a special service school. In the same tenor, another principal indicated that the consultant did not get bogged down at various intervals by administrative details, thus enabling her to function under a flexible time schedule helping teachers "on-the-spot" when necessary. The availability of the consultants' services early in the year, when neighboring teachers are busy organizing their own classes and supervisors are involved in administrative and organizational problems, was cited as a strength repeatedly by teachers and principals alike. The continuous flow of assistance to the new teacher through early personal contact with the consultant and through an organized in-service program,is"...a must for new teachers in special service schools. It is quite possible," declared a principal, "that a teacher not receiving this concentrated orientation,in frustration, might very well decide to leave the New York City system." "The continuity of the program made 'follow-up' meaningful and possible," wrote still another principal. The teachers, too, cited the continuity of the organized orientation and in-service program and the availability of the services of the consultant as a major strength in seventy-six instances. "You don't feel isolated, a willing hand is always there,"noted a teacher.

The facilty with which the program met the individual needs of teachers was cited as a major strength in one hundred and nine cases. "The fact that the consultant gave demonstration lessons in my own classroom with my own children was far more meaningful for me than observing another classroom," wrote a teacher. The teachers were provided with the opportunity to express their particular needs and problems to an individual who was prepared to work with them directly. One principal wrote, "As the program functioned, it dealt on an individual basis with each of the teachers and was tailor-made to meet the particular needs of teachers in many areas of instruction."

Another strength, mentioned in one hundred and four instances, was the program's utilization of a variety of orientation and in-service procedures. The consultants utilized such techniques as demonstration lessons, observations with immediate follow-up conferences, individual and group conferences, workshops, grade conferences, intervisitation, discussions led by curriculum area specialists, and the distribution of necessary materials at the appropriate time. A principal indicated that the various techniques employed by the consultant made possible an intensified teacher-training program in depth.

One reason for the quick development of good rapport between teachers and consultants was the non-supervisory role of the teacher-training consultant. This informal and non-threatening relationship was cited by respondents ninety-five times. A principal wrote, "The relationship between the newly appointed teacher and the teacher-training consultant was such that the teacher need not hesitate to bring her many problems for solution to the teacher-training consultant. Teachers are frequently reluctant to reveal their weaknesses to their supervisor." Another principal wrote that the help that was given, free of the inspectorial role which is difficult to eliminate from regular supervision, resulted in a lack of tension on the part of the recipient. "They came to her with all their problems and difficulties and since I, as the principal, was the rating agent, they often hesitated to reveal their weaknesses to me (although I feel my relationship with the teachers is excellent)." A teacher wrote that the teacher-training consultant was a person in whom one could confide without fear, since she did not reveal what was discussed. One teacher noted, "We felt free to ask for her help, since she was not grading us. She helped with things which I didn't want to ask others about. She is there only to help you and not to grade you, which puts you at your ease." Wrote another teacher, "It enables us to hear from an experienced teacher, in a non-supervisory capacity, criticisms and praise. There is no tension and worry about doing something wrong." The consultants, too, cited the peer relationship with teachers as a major strength of the program. One consultant wrote, "Teachers do confide weaknesses to me that they would be shy about telling the principal. The major strength of the program lay in the informality and non-rating capacity of the teacher-training consultant."

c. The Results

The program resulted in improved teacher morale, cited respondents in seventy-five instances. One principal indicated that the program gave his teachers a sense of security and resulted in the retention of all new appointees in his special service school. Another principal noted, "The program raised the morale of our newly appointed teachers as they saw special training efforts being made in their behalf." One of the teacher respondents stated, "Just knowing that there is someone to whom I could turn with all my problems was, perhaps, the greatest asset of all. It made me feel secure. The teacher-training consultant made me feel more confident." Another teacher wrote, "A major strength of the program was the security it provided for me. I knew there was someone sympathetic to my everyday problems. It is very reassuring to know someone is here to advise and help, - a real boost to the morale." Still another teacher commented, "She encourages us and is a source of inspiration. She gave me a great deal of help and, most important, confidence in myself."

The strength cited most frequently expressed, in various ways, the respondents' feeling that the program resulted in improved practices in the teaching—learning situation. Principals, consultants, and teachers pinpointed specific areas of improvement, among which were planning, using instructional materials, unit teaching, adapting the curriculum to the needs of the children, evaluating pupil progress, interpreting pupil behavior, utilizing school and community resources, and constructing experience charts.

The two hundred and seventy-one responses which fell into this general category are summarized by a principal who wrote, "Proof of the strengths of this program lies in its results. The program aided pupils, since they were receiving instruction from teachers who were using better teaching techniques."

2. The Major Weaknesses of the Program

A summary of the reactions to the second question is presented in Table XXXIV. Nine of the teachers did not avail themselves of the opportunity to react to this question. Ten of the principals, four of the teacher-training consultants, and eighteen of the newly appointed teachers indicated that there were no major weaknesses in the program. The thirty principals who found weaknesses in the program made forty-seven such comments, or approximately one and one half (1.56) each. The thirteen consultants made thirty-four comments, or approximately two and one half (2.61) each and the ninety-three teachers made one hundred and forty comments, or approximately one and one half (1.51) each.

In general, the comments elicited appear to fall into three major categories. The first such category was the limited availability of consultants' services;the second category may be considered administrative in nature,since it dealt primarily with planning and organization; and the third category referred to the operational level of the consultant.

a.Limited Availability of Consultants' Services

Although a total of fifty-eight responses noted the limited availability of the consultants' services as a major weakness of the program, it may be assumed that these criticisms were a recommendation rather than an indictment of the program. Four principals felt that the fact that the program was limited to newly appointed teachers was a major weakness. They indicated that other teaching personnel in the school should have been included in the program. In addition, principals felt that although the services of the consultants were worthwhile on a part-time basis, the number of newly appointed teachers assigned to schools demanded a full-time assignment of a consultant. Teachers, too, expressed the need of more assistance from the consultants. Individual teachers mentioned specific areas in which they needed more on-going help from consultants. One principal stated, "The lack of time is the greatest single weakness of this program. A school which has a large percentage of newly appointed teachers can use a teacher-training consultant on a five-day week basis." A teacher wrote, "I feel that each school should have a consultant. This position cannot be filled by anyone else on the staff." Still another teacher declared, "There were too many teachers assigned to one consultant her services were spread too thin."

b.Administrative Areas

Sixty-four comments cited the limited time allotment for individual and group conferences as a major weakness of the program. There is a great deal of difficulty in scheduling conference time during the school day. It was necessary, therefore, for many of the group conferences to take place during the lunch hour and after school. Individual conferences frequently took place in the classroom with the children present. Teachers, for the most part, felt that classroom conferences interfered with instruction and were disruptive of

TABLE XXXIV

The Major Weaknesses of the Program, as Cited by Principals, Teacher-Training Consultants, and Newly Appointed Teachers in the Experimental Schools

Nature of Weakness Cited	Source of Citation			Total
	Principal	Consultant	Teacher	
1. Limited time allotment for conferences	10	10	44	64
2. Limited availability of consultants' service	16	4	38	58
3. Limited planning	9	5	14	18
4. Program initiated after school opening	2	2	11	15
5. General conferences inappropriate to individual teacher needs	0	0	14	14
6. Insufficient secretarial assistance	3	5	0	8
7. Consultant's experience limited in Early Childhood Curriculum	2	2	4	8
8. Limited rapport with teachers	0	0	5	5
9. Instructional materials unavailable	0	3	0	3
10. Miscellaneous	5	3	10	18
Total:	47	34	140	211
11. No weaknesses cited	10	4	18	32
12. No response	0	0	9	9

daily plans. A principal wrote, "There is difficulty in finding consulting time with the teachers without stealing it from instruction time." Another principal wrote, "Conferences in classrooms encouraged pupil restlessness and did not permit the new teacher to concentrate on the suggestions being offered." Consultants, too, indicated the difficulty in finding time during the day to confer privately with the teachers.

Eighteen criticisms referred to limited planning and insufficient ongoing communication between the administrators and the consultants as a major weakness of the program. One administrator commented, "I would say that the weaknesses of the program were due, in large measure, to the newness of the program. There was no definite plan of action at the beginning of the school year. There was also a great deal of stumbling in order to get the program under way." Principals, consultants, and teachers indicated a proliferation and over-lapping of assistance which may have led, in certain instances, to confusion regarding school policy. One consultant stated, "I was not always agreeing with supervisors on methods and found out about it after working with the teacher, (know better now!)." Another consultant stated, "There is a conflict for me between the concepts of 'teacher-assistance' and 'teacher-training'. These two terms were used interchangeably in the program while for me they each have different meanings. I found it difficult to keep a balance between the two." In the same tenor, a principal stated, "The limited communication between the consultant and the administrator made it difficult for us to channel our energies in the same direction."

Fifteen responses decried the fact that the program was initiated after the opening of school. Five consultants and three principals noted the lack of secretarial assistance as a weakness in the program. As one principal stated, "The teacher-trainer's time should not be needed for routine clerical chores and duplicating." Three consultants noted difficulties which were met when they attempted to provide additional instructional materials to teachers. They found these materials unavailable to them in certain schools.

c. Operational Level of the Consultant

In this general area, a weakness of the program, cited by fourteen teachers, was the global approach to workshops and general conferences. These comments were followed, in almost every case, with the respondent indicating a preference for individual or grade level conferences.

Four teachers, two consultants, and two principals noted the consultants' lack of experience with the early childhood program as a major weakness. A consultant wrote, "It was not possible to provide sufficient assistance to the newly appointed kindergarten teacher due to my lack of familiarity with the kindergarten program."

Five teachers indicated, in various ways, that the failure to establish good interpersonal relations between themselves and the consultant was a major weakness of the program. In evaluating this reaction to the program, it should be noted that there were seventeen consultants working with one hundred and twenty teachers over the period of an entire school year. The fact that only five teacher comments reflected poor rapport with consultants is, indeed, a recommendation rather than an indictment of the consultants' abilities to establish good interpersonal relations with teachers.

3. Suggestions for Improving the Program

A summary of the reactions to the third question is presented in Table XXXV. Nine teachers did not avail themselves of the opportunity to react to this question. Six principals and four teachers indicated that they would like to see the program continued without changes. The thirty-four principals who supplied recommendations for improving the program made seventy-seven such comments, or approximately two (2.26) each. The seventeen consultants made fifty-nine such comments, or approximately three and one-half (3.47) each. The one hundred and seven teachers made three hundred and eighty-three such comments, or approximately three and one-half (3.45) each.

In general, the comments elicited may be classified into two major categories. The first major category encompasses suggestions which, for the most part, reflect the policy, scope, and delineation of the program. The second major category includes suggestions regarding the organization, administration and planning of the program as it functions within each school.

a. Policy Delineation

In the area of policy, the recommendation most frequently expressed in fifty-six instances was the extension of the program by assigning the consultants to schools on a full-time basis. One principal declared, "The program is so valuable that I strongly urge that it be increased. The continuing high turnover of teachers makes it imperative." Specific suggestions were made regarding the apportionment of full-time consultants on the basis of the rate of teacher turnover.

Another recommendation, cited by the respondents in twenty-six instances, was the extension of the program to include substitute teachers and second and third year probationary teachers. Principals, consultants, and teachers suggested greater flexibility in the choice of teachers to be included in the program. One teacher remarked that she needed the continuing support of the consultant for at least another school year. Another teacher contended that it was a pity that inexperienced substitute teachers were not included in the program. In general, the comments reflected the opinion that other teachers be included in the program at the discretion of the principal.

There were forty-six citations advocating the initiation of teacher orientation before the opening of school. One principal noted, "This training program should begin before teachers feel inadequate to handling their classes. It should begin much before the opening of school." It was proposed by consultants and teachers that pre-school orientation for teachers be conducted on a practical level. Teachers should have received and become familiar with necessary materials, supplies, and bulletins before pupils arrive. Discussion groups might anticipate and thereby mitigate such common problems as classroom routines, record keeping, management, organization, and planning. "New teachers should be helped to set-up-shop and get oriented to school routines at least a week before they face their first class," urged one of the teachers.

Twenty comments suggested that the non-supervisory role of the consultant be continued. One principal maintained that the role be specifically delineated to prevent its eventual evolvement into supervisory position. A teacher wrote, "There are certain things that every teacher is aware of but the new teacher. I felt uncomfortable about asking the principal so many 'little

TABLE XXXV

Suggestions for Improving the Program, as Cited by Principals, Teacher-Training Consultants, and Newly Appointed Teachers in the Experimental Schools

Nature of Suggestion Cited	Source of Citation			Total
	Principal	Consultant	Teacher	
1. Maintain developmental workshops for new appointees	6	2	51	59
2. Provide adequate time for individual and group conferences	7	3	47	57
3. Provide schools with full-time service of a consultant on the basis of teacher turnover	18	3	35	56
4. Initiate teacher orientation before the opening of school	6	7	33	46
5. Maintain cooperative planning and organization of the program within each school	8	8	14	30
6. Include substitute teachers and second and third year probationary teachers in the program	10	6	10	26
7. Maintain non-supervisory function of the consultant	4	3	13	20
8. Provide materials, supplies, secretarial assistance, and office space for consultants	3	15	2	20
9. Increase the number of demonstration lessons	0	0	15	15
10. Maintain training program for consultants at headquarters	3	11	0	14
11. Maintain grade level workshops	0	0	12	12
12. Facilitate communication between headquarters and the schools	4	1	4	9
13. Miscellaneous	8	0	11	19
Total:	77	59	247	383
14. Continue program without changes	6	0	4	10
15. No response	0	0	9	9

questions' and sometines a neighbor teacher doesn't think of helping with these things. Every new teacher should have a consultant available to him."

Principals and condultants pressed for the continued training and orientation of consultants. One consultant specifically suggested additional training in the area of early childhood education. It was suggested that consultants be permitted to attend district curriculum conferences and other professional meetings in addition to the organized workshops at headquarters.

There were five suggestions urging the facilitation of channels of communication between headquarters and the schools. One principal proposed that schools be notified in June of the September assignment of a consultant so that long range planning may be possible. It was suggested that all principals be given an opportunity to become familiar with the scope of the program, its goals, and the function of teacher-training consultants.

b. Organization of the Program in the Schools

In this general area, the proposal most frequently cited was the maintainance and extension of the developmental workshops for newly appointed teachers. Perhaps the most succinct comment concerning the workshops was made by a teacher who wrote, "More workshops with the T.T.C." Other teachers indicated specific needs which might be met through additional time spent in workshops. They added that more time was needed for sharing ideas about teaching and discussing common problems. It was suggested that general conferences for new appointees should be held each week. A principal wrote, "A series of group conferences devoted to such topics as planning, unit teaching, discipline, and clerical records would be very helpful." Still another principal wrote, "... plan for conferences with all the newly appointed at one time and at regular intervals."

There were fifty-seven suggestions actuating the provision of adequate time for individual and group conferences between teachers and consultants. One principal wrote that individual conferences are so important in this program that schools must provide coverage of classes to make them possible. From the same point of view, a teacher wrote, "More time should be available for teacher-consultant conferences (outside the classroom) when there would be fewer interruptions." Although two teachers suggested that the lunch hour be used for conferences, others specifically cautioned against it. One teacher wrote, "The lunchtime meetings were invaluable when I reconsider it, but at the time, especially when it was the third meeting in a week, (plus one lunch hour duty) I felt very annoyed. Class coverage should be provided for one private conference per week." In addition, it was suggested that in-service credit be extended to consultants and to all teachers participating in weekly workshops after school hours.

Thirty responses encouraged cooperative planning for the program within each school. It was suggested that early planning sessions would insure closer cooperation between all personnel helping the new teacher. Planning sessions attended by the principal, the district coordinators, the teachers, and the consultant to determine needs and pool resources would lead to more effective organization. "I believe," declared a consultant, "the teachers would welcome a more structured arrangement." It was suggested that a tentative outline of the program be developed and distributed to all participating personnel early in the year.

Three responses from principals supported the consultants' requests for some secretarial assistance for the duplication of materials to be distributed to teachers. Consultants proposed that instructional materials, bulletins, and supplies be made readily available to them. In addition, it was suggested that consultants be given office space.

Fifteen teachers proposed that the number of demonstration lessons be increased. For the most part, teachers indicated their satisfactions with the demonstration lessons and requested more frequent demonstrations in each of the curriculum areas, particularly at the beginning of the school year.

Twelve teachers requested that grade level conferences be continued. Among these requests were indications that certain of the larger conferences were imappropriate to individual teacher needs.

CHAPTER VII

DISCUSSION AND IMPLICATIONS

A. INTRODUCTION

The problem of recruiting teachers for special service schools and helping them to do a satisfactory job has been recognized as crucial to the development of sound educational opportunities for the children of New York City.

This study concerns the appraisal of a program of orientation and in-service training developed in certain special service elementary schools of New York City. More specifically, this study is directed to an evaluation of the effectiveness of an experimental orientation and in-service training program which utilized teacher-training consultants to provide additional assistance for newly appointed teachers in these special service schools.

The professional journals, lay magazines, and local newspapers have devoted considerable space to the nation-wide problem of the teacher shortage and the rapid rate of teacher turnover. It would appear that only the most favored communities throughout the nation have a comfortable supply of qualified applicants for teaching positions. New York City schools are not unique in being forced to deal with the problem of attracting competent teachers from a limited supply, and with the problem of keeping these teachers once they have entered the school system. The situation is most acute in the special service schools, which have the greatest number of vacancies and a rapid rate of teacher turnover.

Just as teachers have become increasingly aware of the importance of helping children to make happy, satisfying adjustments in school by recognizing the child's individual needs and potentialities, so administrators have evidenced growing concern for the period of adjustment and orientation of new teachers. An effective orientation program is predicated upon the recognition of the common problems and individual needs of beginning teachers. This is especially true at the present time when more and more children are enrolled in schools, and when each year new teachers represent an increasingly larger portion of the total teaching staff.

If one looks upon the training of future teachers in somewhat the same light as industry looks upon the training of its personnel, it would appear that certain skills can almost certainly be learned best on-the-job, rather than through a pre-service training program. This means that the college need not feel its training program has to meet every professional need which a teacher is going to have. There are many techniques in the teaching process which can be learned most effectively and expeditiously on-the-job, in the context of the unique problems and potentialities of the particular school to which a teacher is assigned.

Hall[40] and Rychec[41] point out that the distribution of printed materials, such as handbooks and curriculum bulletins, as a primary method of orientation and in-service training is inadequate. Both authors indicate that an induction program which gives the new teacher a feeling of belonging and helps the new teacher solve the many problems she faces is the first step in reducing teacher turnover and insuring maximum efficiency in the operation of the schools. The position of teacher-training consultant was created in the New York City schools to serve as the medium for developing such a program.

Teacher-training consultants were assigned to selected special service schools of New York City in September of 1959. They were fully licensed, long experienced teachers with no specific classroom assignments. Rather, the consultants were given the responsibility for helping to develop and implement ways and means of orienting and assisting new and inexperienced teachers. It was hoped that this experimental program could be utilized to organize and personalize the orientation and in-service training of newly appointed teachers, thus serving to quicken the process of acclimatization and defer the rate of teacher turnover.

B. PROCEDURE

In broad terms, the research design that was utilized in this study took the form of a comparison of situations in which the services of teacher-training consultants were available to newly appointed teachers with those situations in which no consultant services were provided. Forty pairs of special service schools were matched with respect to the size of the pupil population, the mean intelligence quotient and reading grade of the sixth grade pupil population, the economic status of the pupil population as determined by the number of free lunches served, the ethnic distribution of the pupil population, and the number of newly appointed teachers assigned. One hundred and twenty pairs of experimental and control teachers were matched with respect to sex, age, extent of college training, previous teaching experience, rank on licensing examination, and grade level of teaching assignment.

A series of monthly logs completed by both groups of teachers and the consultants provided the data with which to analyze the assistance received by new appointees. A comparison of the professional growth of the two groups of teachers and the assistance which was provided for them was analyzed through the use of evaluation forms completed by all teachers, principals, and consultants.

C. MAJOR FINDINGS

The teachers in both experimental and control schools were given assistance during the school year in the following categories:

1. Classroom Management
2. Discipline
3. Planning
4. Subject Matter
5. General Methodology of Teaching
6. Providing for Group Activities
7. Providing for Individual Differences
8. Pupil Adjustment
9. Formal Guidance Procedures
10. Instructional Aids

(Continued)

---

[40] Roy M. Hall, Achievements and Changes in Educational Administration.

[41] J. B. Rychec, "Orient Your New Teachers," The School Executive, LXXVI, (August 1957), p. 79.

(Continued)

11. Teacher Made Materials
12. School and Community Resources
13. Evaluating Pupil Progress
14. Parent Teacher Relations
15. Staff Relations
16. Record Keeping and Clerical Tasks
17. Out-of-Class Duties
18. Morale
19. Self-Evaluation
20. Professional Attitude

At the end of the year, a comparison of the self-evaluations of experimental and control teachers significantly favored the professional progress of the experimental group in planning, subject matter, general methodology of teaching, providing for individual differences, formal guidance procedures, teacher made materials, school and community resources, and evaluating pupil progress. If these self-evaluations may be looked upon as reflections of the teachers' self-images, the indications are that the experimental teachers express more confidence in their ability to function well in these particular categories than do the control teachers.

Although the ratings of experimental teachers by their principals were higher than those assigned to control teachers by their principals in eighteen of the twenty categories, the mean differences reached statistical significance in only three categories. In the areas of classroom management, subject matter, and self-evaluation, experimental teachers were adjudged to have made significantly greater gains than the control teachers.

When the self-evaluation of teachers were compared with corresponding evaluations made by their respective principals, marked agreement was noted. The self-evaluations made by teachers in the experimental group were in concordance with their principals' evaluations of them in ninety-four per cent of the categories in which ratings were made; in the case of control teachers, concordance was noted in eighty-two per cent of the categories.

In addition to providing a means of assessing growth as seen by the teachers, principals, and consultants, the evaluation forms made it possible to consider the amount of help received by and given to teachers. While the evaluation form completed by the teachers requested them to indicate the amount of help received, their responses took the form of a numerical rating and, as such, go beyond simple quantification, in that a value judgment is implicit in the numerical response. The question, "How much help did I receive?" becomes, in effect, "How valuable to me was the help which I received?"

From the point of view of both teacher and principal, there was no significant difference in the help given to or received by experimental and control teachers from their respective principals and staff.

This high degree of agreement is not maintained, however, when the help which teachers report having received from their principals is compared with the help which principals report having extended to them. Supervisors tend to believe that more help is given than teachers feel they have received. This finding of difference in assessment confirms the results of other research in the same field.

The three groups of personnel in experimental schools - teachers, principals, and consultants - conceptualize their respective roles in the school situation in much the same way. The categories in which teachers indicated receiving significantly more help from consultants than from their principals included all of those in which consultants felt they had given more help than the principals. The categories in which the teachers reported having received more help from their principals included all of the categories in which principals felt they had given more help than the consultants. The high degree of agreement between the persons involved provide a check on the objectivity and reliability of their evaluations.

The eight categories in which teachers reported having received significantly more help from consultants than from principals represent areas which received considerable attention during the year (79.2 per cent). On the other hand, the five categories in which teachers reported having received significantly more help from principals than from consultants represent areas which were given relatively little attention (4.9 per cent).

When the mean help provided for experimental teachers by both principals and consultants was compared with the help provided for control teachers, the contributions made by the consultants gave rise to significant differences in favor of the experimental teachers. The comparison revealed further that the consultants' function in the school situation was such that their attention was focused upon the teaching-learning situation, while the principal directed attention to parent-teacher relations, staff relations, and out-of-class duties which are primarily administrative in nature.

The expressed attitudes of all who participated in the experimental program support the conclusion that experimental teachers evidenced significant professional growth. The two hundred and seventy statements to this effect are summarized by a principal who wrote that the proof of the strengths of this program lies in its results. Ultimately, he asserted, the program aided pupils, since they were receiving instruction from teachers who were using better teaching techniques.

D. Discussion

It is not enough for an evaluative report to reach conclusions regarding the success or failure of an experimental program without examining the factors that contributed to the obtained results. An analysis of the responses of personnel who functioned in the experimental schools presents clear indications of those factors which were operative in fostering the success of the experimental program.

The continuity and flexibility of the experimental program contributed to its success. A sequential developmental in-service program could be organized and maintained because the consultants' energies and resources were focused solely upon providing assistance for new appointees. The program was devoid of the "hit-or-miss" quality which may exist in a special service school because of the additional problems which burden administrators. Consultants were permitted to function under a flexible time schedule, helping teachers "on-the-spot" when necessary. The consultant was available early in the year, when neighboring teachers are busy organizing their own classes and supervisors are involved in administrative and organizational problems. The continuous flow of assistance to new teachers through early personal contact with the consultant and through the on-going nature of the in-service program was supportive as well as instructive to the neophite. In addition, the continuity of the program made follow-up meaningful and possible. "It is quite possible," declared a principal, "that a teacher not receiving this concentrated orientation, in frustration, might very well decide to leave the New York City system."

Another reason for the success of the program was that it operated on an individual basis with each of the teachers and was tailor-made to meet particular needs in many areas of instruction. The new teachers were provided with opportunities to express their needs and problems to an individual who was prepared to work with them directly. Demonstration lessons were given in each teachers' classroom. Consultants worked with teachers in their own classrooms in areas of expressed needs. Plans and lessons were developed in direct response to the requirements of the teachers and their class. Consultants worked side by side with teachers in such areas as using audio-visual aids and preparing teacher-made materials. The individual conferences which took place provided an opportunity to work through real problems as they existed in the classroom.

In addition to the one-to-one relationship developed between the new teacher and the consultant, the various other methods of orientation and in-service procedures which were utilized contributed to the success of the program. Consultants conducted group conferences and workshops which gave the new teachers opportunities to discuss and exchange experiences and possible solutions to the common problems which they met. Curriculum area specialists were invited to demonstrate and discuss specialized methods and materials. Grade level conferences and workshops were conducted by consultants at regular intervals after school hours each week. Consultants arranged intervisitation experiences for new teachers within the schools and, in some cases, visits to other schools to provide an opportunity for observation in special situations. Consultants also distributed necessary instructional materials when they were needed. In addition, teachers were invited to join professional organizations and encouraged to attend meetings of such groups as the International Reading Association.

Perhaps the most important contributing factor to the success of the program was the improvement of teacher morale. The data indicate that the contributions of the consultants helped to give the teachers a sense of security and confidence in their abilities to function in the classroom. A sense of belonging was nurtured when the new teachers recognized the special training efforts being made on their behalf. Principals noted that the demonstrated improvement in teacher morale was a critical factor in reducing the considerable rate of teacher-turnover in special service schools.

A contributing factor to the rapid development of good rapport between teachers and consultants was the non-supervisory role of the teacher-training consultant. The informal and non-threatening relationships which were developed permitted teachers to discuss with confidence certain of their weaknesses and problems with the consultants which teachers are frequently reluctant to reveal to supervisors. The data indicate that teachers felt free to ask consultants for help because the inspectorial or rating aspect was absent from the relationship.

Still another reason for the success of the program was the judicious selection of consultants. Principals described the consultants as master teachers, who were willing, capable, and anxious to be of assistance. The criteria for the selection of consultants were carefully specified and defined. They were selected by assistant (district) superintendents from among the schools actively participating in the experimental program, or from schools within the participating districts, to insure the consultants' comprehension of the various problems which may exist in special service schools. The consultants had had wide experience in working with children attending special service schools and thorough knowledge of the particular community, its problems and resources. In addition, the consultants were selected on the basis of having demonstrated superior skills in teaching, establishing positive interpersonal relations, and possessing professional initiative and leadership.

All seventeen consultants were regularly licensed by the Board of Education of the City of New York. At the time of their assignment as consultants, eight held masters degrees and had earned an average of fifty-six post-graduate credits beyond this degree. The seven consultants who held baccalaureate degrees had earned an average of forty-seven post-graduate credits. The two consultants who were graduated from state training schools for teachers had earned an average of forty-seven post-graduate credits. Each of the consultants had extensive experience on the elementary school level; in addition, six had taught on the junior high school level, two on the high school level, and one on the college level. They had an average of more than twenty-one and one half years of teaching experience. Each had varied experiences within the schools which have led them beyond the classroom door into the realm of school administration, supervision, planning, and other special services. They held a variety of one hundred and ninety-two extra-class and out-of-class positions with a range of from one to twenty-four years of experience in these areas. The extensive experience and training which was part of each consultant's background, was of particular value in certain schools where, as a principal noted, "...supervisors come from other divisions of the school system and are not capable of providing direct assistance in methodology."

Another contributing factor to the success of the experimental program was the orientation and training program for the consultants which was organized by the Division of Elementary Schools. One consultant maintained that she could not have functioned without it. This special orientation program for consultants was organized in order to coordinate the project and to furnish consultants with the necessary background for the duties, responsibilities, and scope of their assignments. There were sixteen orientation sessions and nine monthly conferences. These sessions and conferences were particularly valuable because time was made available for consultants to share and evaluate their experiences and techniques. Furthermore, the on-going nature of the program encouraged open lines of communication between the consultants and the Assistant Superintendent in charge of the project. An opportunity was provided for the consultants to discuss and receive information concerning general questions of policy, administration, and objectives, as well as specific questions regarding unique situations in particular schools.

Still another reason for the success of the program was the cooperative planning and on-going evaluation developed within the schools. For the most part, the program was so planned as to avoid conflict among school supervisors, consultants, and other personnel assisting new appointees. The cooperation and favorable attitude of the supervisory staff permitted the consultant to become a member of a working team to help improve instruction. The periodic conferences which evaluated current needs and delineated future goals permitted the structure of the program to develop in response to the needs of the school.

Ultimately, the responsibility for training new teachers rests with the school principal. The data make it clear that the principal was able to delegate a greater portion of this responsibility in schools which had the services of a consultant, than was possible in schools (control) which did not have these additional services. This opportunity to delegate responsibility was a major strength of the experimental program. Administrators frequently are busy with a multiplicity of problems and cannot always devote enough time to teacher-training. This program freed supervisors from some of the tensions and pressures which exist when he knows that his new teachers urgently need more help than he can possibly give them. This is especially true in a special service school which, noted a principal, "... has many vexing and complex problems confronting the supervisor from morning to night." Principals were enabled to work with substitutes and certain "weak" teachers who need help, since new appointees were receiving help from consultants. When a principal noted a particular need of a teacher during a short classroom visit and could not take the time to help, the consultant could and did. Because the consultant conducted many of the workshops for new teachers, supervisors had the time and opportunity to evaluate classroom implementation of the suggestions which grew out of these workshops. It becomes evident from the data that the additional services of consultants were of immediate value to the newly appointed teachers and of value, indirectly, to others in the school because it provided additional time for principals which could be devoted to other administrative and supervisory duties.

In addition to the delegation of responsibility which the program permitted for administrators, consultants provided liaison with the teaching staff. They were able to reinforce school policy and, in certain cases, were instrumental in developing healthy attitudes towards supervision on the part of the entire staff.

It would seem that the experimental orientation and in-service training program, predicated as it was upon the recognition of the common problems and individual needs of beginning teachers, has made substantial strides toward relieving many of the tensions and problems which administrators and teachers declare exist in the first year of teaching, particularly in special service schools. This program, which helps to provide direct and personal assistance, on-going support, and a feeling of belonging for newly appointed teachers, may be looked upon as an important step in reducing teacher turnover and insuring maximum efficiency in the operation of our schools.

E. IMPLICATIONS

There are certain aspects of the findings which merit further discussion and clarification.

When the picture of the help which teachers reported to have received during the year is examined in its totality, it was found that both the experimental and control group indicated less help received at the end of the school year than at the beginning of the year. When each of the twenty categories is examined separately, however, a trichotomous pattern of assistance is disclosed. While a decremental pattern of assistance is evident in certain of the categories, a consistent pattern of assistance is evident in others, and an incremental pattern of assistance is evident in still others. The reports made by the consultants confirm these patterns.

The teachers in both groups reported a decremental pattern of assistance in classroom management, discipline, providing for group activities, teacher made materials, record keeping and clerical tasks, morale, and out-of-class duties.

On the other hand, both groups reported a consistent pattern of assistance in planning, subject matter, general methodology of teaching, providing for individual differences, pupil adjustment, parent teacher relations, staff relations, and self-evaluation.

In evaluating pupil progress an incremental pattern of assistance was reported. It might be assumed that when an inexperienced teacher faces his class for the first time, he is perhaps more concerned with the immediacy of the functioning of the class as a whole than he is with assessing individual pupil progress. It is only after he has gained experience in handling and interpreting cumulative records, teaching the curriculum to children he has begun to know and understand, and testing, that he may become better equipped to evaluate individual pupil achievement in relation to ability.

In planning an orientation and in-service training program, attention to these patterns may prove to be helpful particularly in organizing the sequential development of the program. It would seem that certain categories among the decremental group might well be considered in early conferences and workshops. Pre-school orientation sessions inaugurated the week before the arrival of pupils would then be directed towards helping the teachers to "set up shop" and get acquainted with class and school routines. During this period provision should be made for discussing and distributing necessary materials, supplies, records, and bulletins. Familiarity with such routines as out-of-class duties, emergency drills, rexographing procedures, attendance records, cumulative records, lateness reports, and book and supply inventories may help new teachers to approach pupils and the more basic aspects of the teaching-learning situation more confidently. Discussion groups organized at this time might anticipate and thereby mitigate certain of the common problems which new teachers meet. In addition, an examination of the community, its problems and potentialities, would be of particular value to those new teachers residing in other areas of the city who are perhaps unfamiliar with the neighborhood in which the school is located. In general, while the categories which conform to a decremental pattern may, with confidence, receive less attention as the year progresses, it would seem that the other categories need consistent attention and support throughout the year.

The help which teachers reported during the year may be viewed from still another point of view. Because a difficult instructional situation is implied by definition in special service schools, it might be expected that inexperienced teachers assigned to such schools would have needed and received a great deal of assistance in discipline.

Among the first responses which certain parents and professional educators make to newspaper accounts of juvenile delinquency is that today's schools do not have the know-how to discipline children in the way they did during the "good old days." The current search for a "bag-of-tricks" to guarantee pupil discipline is reminiscent of Jason's search for the golden fleece. The data reveal, however, that experimental teachers reported receiving help in discipline in approximately two and one half per cent (2.61%) of the total instances in which help was received. Similarly, control teachers reported that discipline was considered in approximately four per cent (4.27%) of the instances in which help was received. Consultants reported to have considered discipline in approximately two per cent (1.83%) of the total instances in which they rendered help to experimental teachers.

At this point, it becomes meaningful to consider those five categories which both groups of teachers reported as having received the most attention during the year. Consultants' reports provided a check on the objectivity and reliability of the reports made by the experimental teachers. Each of the three groups - the experimental teachers, the control teachers, and the consultants - reported general methodology of teaching in the first rank order in which help was received. Subject matter was reported in second rank order, instructional aids in third rank order, planning in fourth rank order, and classroom management in fifth rank order. In the case of experimental teachers these five categories represented approximately seventy-seven per cent (76.94%) of the total number of instances in which help was reported for the year. Control teachers indicated the same categories in approximately sixty-three per cent (63.34%) of the instances. Consultants indicated these categories approximately seventy-seven per cent (77.15%) of the time. Each of the other categories received relatively little attention during the year.

It may be assumed that these five categories received considerable attention because of the teachers' expressed needs or because of supervisory recognition of the teachers' needs. It would seem that when consideration is given to the more basic aspects of the teaching-learning situation, such as general methodology of teaching, subject matter, instructional aids, planning, and classroom management, the problem of discipline becomes a relatively minor one.

Teacher education may be viewed as a continuous process. From this point of view, pre-service education and in-service education may be looked upon as segments of a continuum, each complementing the other. Pre-service education may then be based upon the realistic evaluation of the common needs of young people entering the profession and specifically oriented to the in-service experiences of new teachers. Ideally, teacher-training institutions consider the needs of inexperienced teachers in curriculum planning and in organizing the courses that make up the professional sequence.

Even after the full sequence of professional courses and the student teaching experience, which gives the student an opportunity to apply the theories, skills, and knowledges gained in preparation classes in a practical work situation, the newly appointed teacher needs assistance and experience before achieving the status of a relatively competent professional practitioner. For this reason, the probationary period, which varies in length from system to system, may be looked upon as an internship period in much the same way as the medical profession regards the internship period of its practitioners. When teacher-training institutions and local school systems proceed on the premise that pre-service and in-service teacher education is predicated upon the recognized needs of teachers, these needs may then be mitigated through cooperative preparatory action. Although peripheral to the main line of this study, the data indicate that certain of the common needs of the participating teachers during their first year in the classroom were general methodology of teaching, subject matter, instructional aids, planning, and classroom management. No research is definitive. It frequently raises questions that cannot be readily solved within the context of its own design. The present study is no exception. It is suggested, therefore, that a large scale definitive study be designed and executed to further clarify and define common needs of inexperienced teachers.

No matter how careful the selection, training, and guidance of college students preparing to become teachers may be, nor how well the student himself is able to adjust to his student teaching experience, it is not possible for a student to prepare himself adequately for meeting all of the different types of teaching situations in which he may find himself as a regularly appointed teacher. His training must nurture flexibility and adaptability. This may be encouraged by varying the types of student teaching experiences to which he is exposed and, in part, by emphasing possible deviations from those situations which he has experienced. With these objectives in mind, teacher-training institutions may be satisfied to help their graduates to become students of education, rather than making them immediately proficient in the art of teaching. The development of such an attitude opens the way for continuous improvement through a teacher's entire professional career; for, ideally, a person never "arrives" as a teacher, he never stops growing on the job. From the point of view of the local school system, teacher evaluation is not meaningful as a requiem to the end of an observed lesson. When evaluation is used and accepted in the light of problem solving, developmental growth, and improvement of instruction it can be a great benefit to administrators, pupils, and teachers alike.

Since motivation is the "sine-qua-non" of learning, participation in in-service programs should ideally come from the participants' recognition of his own needs. Such a program should be cooperatively planned and adapted to the needs of its participants. In addition, it should provide a plan for continuous evaluation and improvement of the program by all concerned.

The teacher-training institutions recognize a responsibility for helping graduates succeed in their early teaching experience. Similarly, a school system which is capable of growth, development, and concern for its own future accepts responsibility for helping train tomorrow's teachers. It is suggested, therefore, that provision be made for further developing the existing lines of communication and liaison between the New York City school system and the local teacher-training institutions. An on-going policy consultation committee which included representatives from both groups might reevaluate current practices so that pre-service programs merge easily and directly into in-service programs with the goal toward developing a well articulated and well integrated professional training program for teachers. Such liaison may well become the matrix for developing the coordination of pre-service and in-service training to that degree where it may be of local and nation-wide benefit.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. SUMMARY

During the 1959-1960 school year, seventeen positions in the public elementary schools of New York City were utilized for the development of an experimental orientation and in-service training program, designed to provide intensive help for newly appointed teachers in selected special service schools. Each of the seventeen teacher-training consultants worked in a cluster of three schools.

1. The Problem

The purpose of this study was to evaluate the effectiveness of the experimental program in meeting the needs of newly appointed teachers and the schools in which they served.

In broad terms, the research design that was utilized took the form of a comparison of situations in which the services of a teacher-training consultant were available with those situations in which no consultant services were provided.

2. The Consultants

The seventeen consultants were selected by assistant (district) superintendents from among the schools actively participating in the program, or from schools within participating districts. The consultants were selected on the basis of having demonstrated superior skills in teaching, establishing positive inter-personal relationships, and possessing professional initiative and leadership.

Among the functions of the consultants was the responsibility for helping to develop and implement ways and means of orienting and assisting new teachers in special service schools. Consultants were to function in an advisory rather than supervisory capacity.

In order to coordinate the project and to furnish consultants with the necessary background for the duties, responsibilities, and scope of the assignment, the Division of Elementary Schools developed and conducted an on-going orientation and training program for consultants. There were sixteen orientation sessions and nine monthly conferences at which the consultants' attendance was compulsory.

3. Procedure

a. Selection of Schools

The experimental schools included fifty-one special service schools in twelve supervisory districts which were designated by the director of the program. The control schools were selected from a reservoir of ninety-two additional special service schools in the same supervisory districts.

Although each of these schools was identified as a special service school, additional criteria were applied to insure that the groups were equated. Schools were paired (one from the experimental group with one from the control group) with respect to the size of the pupil population, the mean intelligence quotient and reading grade of the sixth grade pupil population, the economic status of the pupil population as determined by the number of free lunches served, the ethnic distribution of the pupil population, and the number of newly appointed teachers assigned.

From the original fifty-one pairs of schools, it proved to be possible to utilize forty for the study.

b. Selection of Teachers

The experimental teachers were designated by the director of the program from among the experimental schools and were assigned to consultants. They were teachers without previous teaching experience, and appointed to the schools in September of 1959. They numbered one hundred and eighty-six in the original fifty-one schools.

The original fifty-one control schools received a total of two hundred and eighty-six appointments in September of 1959. Since many teachers receive regular appointments after some substitute experience, it was necessary for all teachers to complete a background data questionnaire in order to insure that both groups of teachers were equated. Teachers were paired (one from the experimental group with one from the control group) with respect to sex, age, extent of college training, rank on the licensing examination, and grade level of assignment.

From the original numbers, one hundred and twenty pairs remained.

c. Appraisal Instruments

(1) Logs

Services may be rendered to newly appointed teachers by many members of the school staff: by principals, by assistants-to-principal, by grade leaders, and by others teaching and non-teaching personnel. In the case of the newly appointed teachers in experimental schools, services were rendered by teacher-training consultants in addition to the other personnel noted.

In order to compare the variety, extent, and sources of help received by experimental and control teachers, a series of monthly logs was completed by all teachers. Teacher-training consultants completed similar logs. The technique of content analysis was employed to analyze data reported on the logs. The content analysis sheet that was developed listed twenty categories in which the teachers may have received aid and thirty-three personnel positions from which this aid may have been forthcoming.

(2) Evaluation Forms

The effectiveness of the experimental factor, namely, the additional services of a teacher-training consultant, was determined from evaluations completed by principals, teacher-training consultants, and newly appointed teachers.

Each teacher was asked to indicate the amount of help that he felt he needed in each of the twenty categories, at the beginning of the school year, using the following numerical values:

0 - no help at all
1 - very little help
2 - moderate help
3 - great help
4 - very great help

In addition, he was asked to indicate the amount of assistance he still needed in the same categories as the school year drew to a close and the extent to which he received help from his principal in each area. In the case of an experimental teacher, the evaluation form contained an additional column in which to indicate the extent to which he received additional help from his teacher-training consultant.

Since the research design called for a comparison of paired ratings assigned by teachers, principals, and consultants, it was not possible to obtain anonymous replies from the teachers. All respondents were assured, however, that their responses would be kept confidential.

At the same time that the two-hundred and forty teacher ratings were obtained, the eighty principals and seventeen consultants were asked to appraise the amount of help each teacher needed at the beginning and end of the year. Similarly, the principals and consultants were asked to indicate the amount of help they were able to give to the teachers.

The ratings that were obtained in this fashion made it possible to compare:

(a) the net change in the amount of assistance needed at the end of the year by experimental and control teachers and the amount of assistance they received as interpreted by the teachers themselves;

(b) the net change in the amount of assistance needed at the end of the year by experimental and control teachers and the amount of help they were given as interpreted by their principals; and

(c) the net change in the amount of assistance needed at the end of the year by experimental teachers as interpreted by their teacher-training consultants.

In addition, experimental teachers, their principals, and consultants were asked to indicate in free form responses the major strengths and weaknesses of the program as it functioned in their schools and their suggestions for improving the program.

4. The Findings

Although the teachers in the experimental schools received help on relatively more occasions than did the teachers in the control schools, there was no significant difference in the number of occasions in which help was given.

Experimental and control teachers both reported general methodology of teaching, subject matter, instructional aids, planning, and classroom management among those categories which received the most attention during the year. On the other hand, they reported such categories as morale, professional attitude, and staff relations among those receiving the least attention.

The reports made by consultants provided a check on the objectivity and reliability of the reports made by experimental teachers. Consultants and experimental teachers agree in the selection of the five categories which received the most attention and the fifteen categories which received relatively little attention during the school year.

Both groups of teachers reported less help received at the end of the school year than at the beginning of the school year. The reports reveal further that while a decremental pattern of assistance is evident in certain of the categories, an incremental pattern of assistance is evident in others and a consistent pattern of assistance is evident in still others.

Experimental teachers reported that over seventy per cent of the total help which they received emanated from teacher-training consultants, over nine per cent from assistants-to-principal, and over eight per cent from principals. In none of the other instances did the category of person named provide as much as five per cent of the total help received. On the other hand, control teachers reported that more than twenty-seven per cent of the total help which they received emanated from assistants-to-principal, more than twenty-four per cent from principals, and more than twenty-three per cent from other classroom teachers.

Ultimately, the responsibility for training new teachers rests with the principal. The data make it clear that the principal was able to delegate a greater portion of this responsibility in schools which had the services of a consultant than was possible in control schools.

An analysis of evaluation forms indicates that:

a. Experimental teachers express relatively more confidence than do control teachers in their abilities to function in seventy-one per cent of the categories reported. The differences reached significant levels in forty-eight per cent of the categories.

b. Principals report that experimental teachers show relatively greater professional growth than do control teachers in ninety per cent of the categories reported. The differences reached significant levels in fifteen per cent of the categories.

c. Experimental teachers' self-evaluations are in concordance with their principals' evaluations of them in ninety-four per cent of the categories reported; control teachers' self-evaluations are in concordance with their principals' evaluations of them in eighty--two per cent of the categories reported; and experimental teachers' self-evaluations are in concordance with their consultants' evaluations of them in sixty-five per cent of the categories reported.

d. Experimental and control teachers report no significant differences in the help received from their respective principals and staff in each of the categories reported; experimental and control principals report no significant differences in the help which they extended to their teachers in each of the categories reported.

e. Supervisors tend to believe that more help is given than teachers feel they have received.

f. The three groups of personnel in experimental schools - teachers, principals, and consultants - conceptualize their respective roles in the school situation in much the same way. The categories in which the teachers indicated receiving significantly more help from consultants than from their principals included all of those in which consultants felt they had given more help than the principals. The categories in which the teachers reported having received more help from their principals included all of the categories in which principals felt they had given more help than the consultants. The high degree of agreement between the persons involved provide a check on the objectivity and reliability of their evaluations.

g. The additional help which consultants provided for experimental teachers was considerable and statistically significant particularly in areas immediately concerned with the teaching-learning situation, while the principals in experimental schools directed their attention to those categories (parent teacher relations, staff relations, and out-of-class duties) which are primarily administrative in nature.

h. The self-evaluations made by both groups of teachers significantly favor the experimental group. As has been suggested in this summary, the more confident self-images of the experimental teachers are supported by the independent evaluations made by the school principals. These self-concepts are specifically supported by the principals' indicating a significant difference in favor of the experimental teachers in the category of self-evaluation.

i. The participants in the experimental program indicated their feelings regarding the major strengths and weaknesses of the program. In addition, they made suggestions for improving the program.

Reported as major strengths of the program were:

(1) Improving practices in the teaching-learning situation
(2) Maintaining a continuous and flexible approach to teacher training
(3) Meeting individual teacher needs
(4) Utilizing a variety of orientation and in-service procedures
(5) Maintaining the non-supervisory concept of consultant role
(6) Improving teacher morale
(7) Selecting consultants judiciously

(8) Planning and evaluating cooperatively
(9) Permitting administrative delegation of responsibility
(10) Providing liaison between administrative and teaching staff
(11) Orienting and training consultants.

Reported as major weaknesses of the program were:

(1) Limited time allotment for conferences
(2) Limited availability of consultants' services
(3) Limited planning
(4) Initiated program after school opening
(5) General conferences were inappropriate to individual teacher needs

Reported as suggestions for improving the program were:

(1) Maintain developmental workshops for new appointees
(2) Provide adequate time allotment for conferences
(3) Assign consultants full-time to schools which have a high rate of teacher turnover
(4) Initiate the program in the schools before the arrival of pupils
(5) Maintain cooperative planning and evaluation
(6) Include substitute teachers and second and third year probationary teachers at the discretion of the principal
(7) Maintain non-supervisory concept of consultant role
(8) Provide materials, supplies, secretarial assistance, and office space for consultants
(9) Increase the number of demonstration lessons by consultants
(10) Maintain the training of consultants
(11) Maintain grade level workshops

B. CONCLUSIONS

The analysis of the data demonstrates relative success in the experimental program of assigning teacher-training consultants to provide intensive help for newly appointed teachers in special service schools. Success in the program was based, in part, upon the:

1. Flexibility and continuity of the program
2. Recognition of and attention to the particular needs of individual teachers
3. Utilization of a variety of orientation and in-service procedures
4. Supportive non-supervisory role of the consultant
5. Judicious selection of consultants
6. Cooperative planning and continuous evaluation developed within the schools
7. Delegation of certain responsibilities to consultants which enabled principals to devote additional time to other administrative and supervisory duties
8. Orientation and training of consultants.

C. RECOMMENDATIONS

Based upon the analysis of the data that has been undertaken, it is recommended that:

1. The experimental program be continued with special emphasis placed upon maintaining those aspects of the program (items one through eight listed under Conclusions) considered to be basic to its success.

2. Consultants be assigned full-time to special service schools where the rate of teacher turnover is comparatively high; and that consultants be assigned part-time to clusters of schools with less turnover.

3. Certain substitute and second and third year probationary teachers be included in the program at the discretion of the school principal.

4. The program be inaugurated in the schools at least one week before the arrival of pupils.

5. Adequate time be scheduled for individual and group conferences.

6. The role of the consultant be further defined and delineated to insure its maintenance as an advisory rather than supervisory position.

7. Consultants be provided with materials, supplies, office space, and secretarial assistance.

8. Other assistance by specialized personnel such as science consultants, mathematics consultants, and language arts consultants be channeled through the teacher-training consultant to the newly appointed teacher.

APPENDIX

Exhibit Page

A. New York City Board of Education Publications and Materials Distributed to Teacher-Training Consultants 108

B. Letter to Newly Appointed Teachers in Selected Schools 109

C. Background Data Questionnaire 110

D. Log 113

E. To Principals in Experimental Schools

  1. Cover Letter 114

  2. Evaluation Form 116

  3. Form II 118

New York City Board of Education Publications and Materials Distributed to Teacher-Training Consultants

1. "Student Teaching in the Elementary Schools"
2. "Duties and Responsibilities of the Teacher-Training Consultant"
3. "Curriculum Development in the Elementary Schools"
4. "Teaching Guides - Language Arts Nos. 1-7"
5. "Reading and Literature in the Language Arts Grades 1-6"
6. "The First 'R' Reading"
7. "Toward Better Speech"
8. "Materials for the Literature Program"
9. "Mathematics 1 and 2"
10. "Mathematics Grade 3"
11. "Your Child Does Learn Arithmetic"
12. "A Selected Bibliography in Elementary Science"
13. "Science Grades K-6"
14. "Magnetism and Electricity"
15. "Earth in Space"
16. "Guidance of Children in Elementary Schools"
17. "Health Guidance in Elementary Schools"
18. "Health Teaching in Elementary Schools"
19. "A Memorandum of Courses of Study in Health Education: Grades K-6 and Grades 7-12 for Boys and Girls"
20. "Safety Education in the Elementary and Junior High School Grades"
21. "Physical Activities for Elementary Schools"
22. "Helping Our Young Children to Learn"
23. "Your Child Learns to Speak for Himself"
24. "How to Help Your Child at Home"
25. "Your Child Learns to Spell"
26. "Teaching Spelling"
27. "Puppetry in the Curriculum"
28. "Art in the Elementary Schools"
29. "Teaching Guides - Social Studies Nos. 1-9"
30. "Social Studies - Grades 3 and 4"
31. "Using Audio-Visual Resources - Music Program"
32. "A Brief Guide to the Teaching of Handwriting in the Elementary Schools"
33. Diagnosis Chart for Cursive Handwriting
34. "Your Child is Taught Handwriting"
35. "Developing Children's Power of Self-Expression Through Writing"
36. "Teaching Children of Puerto Rican Background in New York City Schools"
37. Flannel Board
38. "Helping Our Young Children Work Independently"
39. "Experience Charts"
40. "WNYE Bulletin for Radio and T.V. Programs (guide included)"
41. List of Materials - E-1 List
42. "Free and Inexpensive Materials"
43. "Community Resources"
44. "Services to the Child"
45. "Curriculum Areas"
46. "Oral and Written Communication - Grades 1-6"
47. "Art and Better School Environment"
48. "Painting K-6"
49. "Drawing"
50. "Crafts"
51. "Working with Clay, K-6"
52. "Working with Paper"
53. "Creative Painting in the Classroom"
54. "Creative Drawing in the Classroom"

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL PROGRAM RESEARCH AND STATISTICS

To: Newly-Appointed Teachers in Selected Schools

Dear ______________________________,

The Elementary School Division, in cooperation with the Bureau of Educational Program Research and Statistics, is undertaking a study of the effectiveness of providing teacher-training consultants to work with newly-appointed teachers and student teachers in selected schools. Funds have been made available to permit the assignment of 17 such consultants to 51 experimental schools.

In order to appraise the effectiveness of the program, a group of 51 control schools has been selected. The experimental design calls for a comparison of the assistance that newly-appointed teachers and student-teachers receive in situations where no help (in the form of consultant service) is provided,, with that which they receive in the experimental schools where such service is given.

Your school has been selected as a control school for the study; you have selected as a control teacher. You are asked to: (1) complete the attached Background Data form, which summarizes your training and experience; and (2) keep a"log" of the assistance you receive. The background data form is self-explanatory; the log merits a few words of explanation.

The log is to be looked upon as a means of maintaining a running record of the assistance you receive during the course of a month. The assistance may take varied forms - a formal grade conference, a few brief words from a supervisor about arranging bulletin boards, advice from your colleague next door about marking tests, etc. Perhaps it would be best, to say to yourself, at the end of each school day, "what assistance did I receive today?", and take a moment or two to jot down the information called for. Toward the end of the month, we will send you a log to be used during the month of November, plus instructions for returning the enclosed set of forms.

We realize that maintaining this running account will add another clerical burden to what is already a heavy load. However, there is no other way in which we can obtain this data.

Your cooperation is sincerely appreciated.

Very truly yours,

(Signed by) Joseph Justman
Assistant Director

JJ:fr

R115-1M BOARD OF EDUCATION OF THE CITY OF NEW YORK
9-15-59 Bureau of Educational Program Research and Statistics

---

BACKGROUND DATA - NEWLY APPOINTED ELEMENTARY SCHOOL TEACHERS

Your Name (Print) ____________________

Home Address ____________________ Tel. No. __________

Date of Birth __________ Marital Status ______ Number of Children ______ Ages of Children __________

License Held: ____________________ File Number __________ Date of Appointment ______

Please enter the indicated information concerning your college training:

Institution Attended	From	To	Major: Credits	Minor: Credits	Degree

List all courses in Education you completed prior to June 1959 (Indicate below: use reverse side if necessary)

	Title of Course	Credits		Title of Course	Credits
(1)			(6)		
(2)			(7)		
(3)			(8)		
(4)			(9)		
(5)			(10)		

If you completed a course in Observation and Practice Teaching, please indicate:

(a) Community in which you did Practice Teaching ____________________

(b) School(s) in which you did Practice Teaching ____________________

(c) Grade levels in which you did Practice Teaching ____________________

(d) Year in which you did Practice Teaching ____________________

(Continued)

(Continued)

Please indicate the teaching experience you have had prior to the current school term. (Give school number and borough in the case of New York City schools; indicate community if teaching experience was gained outside New York City)

Grade Level	School(s)	Years and Months	Regular, Permanent Substitute or Day-to-Day Sub	Subject Taught
Kindergarten - Grade 6				
Grades 7, 8, and 9				
Grades 10, 11, and 12				

Please indicate your work experience with children. (Include such work experience as camp counselor, group leader, club leader, scouting, community center work, play groups, etc.)

Dates		(Check one)		(Check one)			
From	To	Full Time	Part Time	Paid	Unpaid	Institution	Nature of Work

(Continued)

(Continued)

Please indicate your work experience, other than teaching and work with children since graduation from college (use reverse side, if necessary):

Dates From	 To	Nature of Work
____	____	____
____	____	____
____	____	____
____	____	____
____	____	____

Are you now attending a school or college? (Check): Yes ________ No ________

If you are, please give name of institution: ______________________________

Are you working toward a Master's degree? __________ Ph.D. degree? __________

What courses are you taking this semester? (Indicate Below):

	Title of Courses	Credits		Title of Courses	Credits
(1)	______________________	______	(4)	______________________	______
(2)	______________________	______	(5)	______________________	______
(3)	______________________	______	(6)	______________________	______

Please enter the indicated information concerning your present assignment:

To what school have you been assigned? P.S. ____________________

What grade level are you teaching? ____________________

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF ELEMENTARY SCHOOLS

TEACHER'S RECORD OF ASSISTANCE RECEIVED

Cross out one (Student Teacher
(Newly Appointed Teacher
(Substitute

Name ....
(Last) (First)

School No. .... Borough .... Grade .... Class ....

Date	Assistance Received	Given by (Position only)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL PROGRAM RESEARCH AND STATISTICS

To: Principals in Selected Schools

Ladies and Gentlemen:

Since the beginning of the school year, newly-appointed teachers serving in selected schools have been submitting records to this office concerning the help they have received from supervisors and colleagues. These records are now being analyzed in an attempt to determine the nature of assistance provided for newly-appointed teachers. We deeply appreciate your cooperation which has made possible our progress thus far and ask your aid in the final phase of the project.

In order to evaluate the newly-appointed teacher's progress toward the goal of professional competency, we are asking you to complete the enclosed evaluation form, which defines 20 aspects of the teaching process for each of the newly-appointed teachers in your school participating in the study.

First, look back at the way in which the newly-appointed teacher functioned during his first few weeks as a teacher. How much help did he need at that time in each of the specified areas before reaching the goal of competency as a teacher? Enter your initial evaluation of the amount of help he needed on the lines in Column A using the following values:

0 = No help at all
1 = Very little help
2 = Moderate help
3 = Great help
4 = Very great help

Second, as the school year draws to a close, consider the amount of help he still needs in each of these areas before reaching the goal of competency as a teacher. We recognize that teachers develop at different rates. At the present time, the amount of help he still needs in certain areas may have decreased, remained the same, or even increased. A new teacher, for example, may have required no help in the area of discipline at the beginning of the school year, but may require a great deal of assistance in this area as the year ends. Using the same scale values, enter these final evaluations in Column B.

Third, using the same scale values, indicate the amount of help you and your staff were able to provide for the teacher during the course of the school year. (Do not include help given by the Teacher-Training Consultant.) As you know, heavy administrative burdens sometimes prevent supervisors from providing all the help their newly-appointed teachers should ideally receive. This column will be praticularly helpful in determining the areas in which the additional services of a Teacher-Training Consultant may be most meaningful. Enter these evaluations in Column C.

On Form II, you will find three free-response questions. Please answer these questions in the light of your experience during the year. Feel free to add additional pages if necessary.

(Continued)

(Continued)

Please be assured that all entries that you make on the enclosed evaluation form will be held in the strictest confidence. You may be certain that your entries will be seen only by members of the survey staff, and will not be made available to any other person.

Please return your completed forms in the attached self-addressed envelope on or before May 31, 1960.

Your cooperation is sincerely appreciated.

Very truly yours,

(Signed by) Deena Teitelbaum
Assistant-in-Research

Approved:

(Signed by) EDWARD SCALEA
Assistant Superintendent
Division of Elementary Schools

DT/br

P.N. 115 BOARD OF EDUCATION OF THE CITY OF NEW YORK
PX BUREAU OF EDUCATIONAL PROGRAM RESEARCH AND STATISTICS

EVALUATION FORM
NEWLY-APPOINTED TEACHERS

Name of Newly-Appointed Teacher ____________ ____________ School No. ________ Borough __________
(Last) (First)

Grade ________

DIRECTIONS:
1. Select the number which most closely reflects your evaluation of the amount of help the teacher needed in the area being considered. (0 = no help at all, 1 = very little help, 2 = moderate help, 3 = great help, 4 = very great help.)
2. Under Column A, indicate your initial evaluation of the amount of help the teacher needed at the beginning of the school year, using numerical definitions listed in item 1.
3. Under Column B, indicate your final evaluation of the amount of help the teacher still needs at the close of the school year, using the numerical definitions listed in item 1.
4. Under Column C, indicate the amount of help you and your staff were able to give the teacher, using the numerical definitions listed in item 1. (Do not include help given by the Teacher-Training Consultant.)

	A	B	C
1. CLASSROOM MANAGEMENT (Establishing routines in such activities as distribution of materials, entering and leaving room, participating in emergency drills, implementing orderly transition from one activity to another, decorating room, etc.)	___	___	___
2. DISCIPLINE (Developing good classroom climate, achieving balance between permissiveness and restriction, controlling disruptive classroom behavior, etc.)	___	___	___
3. PLANNING (Developing units of work, arranging sequence of topics, planning individual lessons, integrating various curriculum areas, etc.)	___	___	___
4. SUBJECT MATTER (Furthering competency in specific content of individual curriculum areas at grade level, keeping abreast with new developments, etc.)	___	___	___
5. GENERAL TECHNIQUES OF TEACHING (Using a variety of approaches, motivating pupils, making assignments, asking questions, providing for review and drill, etc.)	___	___	___
6. PROVIDING FOR GROUP ACTIVITY (Developing teacher-pupil planning, organizing committees and subgroups, guiding research activities, reporting, and critical evaluation, etc.)	___	___	___

(Continued)

(Continued)

A B C

7. PROVIDING FOR INDIVIDUAL DIFFERENCES (Arranging ability groups, differentiating assignments, capitalizing on pupil interests, etc.) .... __ __ __

8. PUPIL ADJUSTMENT (Working with the withdrawn, aggressive, or underprivileged child; developing social acceptance and leadership; meeting pupil health needs; encouraging realistic pupil self-appraisal; etc.) .... __ __ __

9. FORMAL GUIDANCE PROCEDURES (Recognizing pupils in need of professional help and initiating referrals, providing career information, etc.) .... __ __ __

10. INSTRUCTIONAL AIDS (Getting and using supplementary books, maps, slides, films, recordings, charts, etc.) .... __ __ __

11. TEACHER MADE MATERIALS (Preparing experience charts, work charts, rexograph materials, etc.) .... __ __ __

12. SCHOOL AND COMMUNITY RESOURCES (Using libraries, museums, trips, resource personnel, talks by parents and community leaders, etc.) __ __ __

13. EVALUATING PUPIL PROGRESS (Constructing tests, diagnosing pupil difficulties, assessing achievement in relation to ability, assigning marks, using and interpreting standardized tests, etc.) __ __ __

14. PARENT TEACHER RELATIONS (Encouraging helpful cooperation, reporting to parents, handling visits, etc.) .... __ __ __

15. STAFF RELATIONS (Participating in teacher activities, relating to faculty members, getting advice and assistance, etc.) ...... __ __ __

16. RECORD KEEPING AND CLERICAL TASKS (Maintaining cumulative records, attendance records, report cards, lateness reports, inventories of books and supplies, etc.) .... __ __ __

17. OUT-OF-CLASS DUTIES (Yard patrol, lunchroom, bus line, monitorial squad, collection of funds, etc.) .... __ __ __

18. MORALE (Self-confidence, job satisfaction, etc.) .... __ __ __

19. SELF-EVALUATION (Realistic self-appraisal, ability to accept criticism, recognition of need to improve, etc.) .... __ __ __

20. PROFESSIONAL ATTITUDE (Accepting professional responsibilities, participating in professional organizations, attending courses to increase teaching competency, etc.) .... __ __ __

P.N. 115=116
P.K.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL PROGRAM RESEARCH AND STATISTICS

FORM II

School____________________ Borough____________________ District____________________

1. What were the major strengths of the program as it functioned in your school?

2. What were the major weaknesses of the program as it functioned in your school?

3. If the program were to be continued in the future, what suggestions would you advance for its improvement?